

CALIFORNIA SCHOOLS

FEBRUARY, 1962



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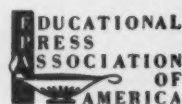
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THE COVER ILLUSTRATION shows fourth grade pupils in the Waterford Elementary School District, Stanislaus County, using foreign language laboratory equipment purchased with the assistance of National Defense Education Act funds.

PRINCIPLES, POLICIES, AND RECOMMENDATIONS FOR FOREIGN LANGUAGE INSTRUCTION IN CALIFORNIA SCHOOLS¹

The 1961 Session of the California Legislature amended sections of the Education Code affecting the curriculum of the elementary and secondary schools. One of the changes made foreign language instruction compulsory in grades six, seven, and eight. Many school districts and offices of county superintendents of schools are concerned about the specific effect of this legislation on the schools. The following statements outline guiding principles, policies, and recommendations regarding the foreign language instruction that will be offered.

Great progress has been made during recent years in providing opportunity for experiences in foreign language in the elementary and secondary schools of California. This program has been accelerated since 1958 by the passage of Public Law 864 (National Defense Education Act), which made funds available to the California State Department of Education and to the school districts for implementing and for expanding the foreign language program.

The California Legislature expressed public awareness of the importance of foreign language teaching at the elementary and secondary school levels. Education Code Section 7604 (c) makes it compulsory to teach a foreign language or languages to all pupils in grades six, seven, and eight of all public schools, regardless of educational organization. This section of law reads as follows:

7604 (c) Beginning not later than grade 6, and continuing through grade 6 or 8, as the case may be, instruction shall be given in . . . foreign language or languages. . . .

Notwithstanding other provisions of this section to the contrary, a foreign language or languages may but is not required to be included in the course of study in elementary schools until June 30, 1965, and on and after July 1, 1965, such course of study shall include a foreign language or languages beginning not later than grade 6 and continuing through grade 6 or 8, as the case may be.

The Legislature here declares that it is the policy of the State to foster and encourage foreign language programs in the elementary and secondary schools by which the children of this State learn to speak and write foreign languages with

¹ This report was prepared by the following committee: Frederick Eddy, Professor of Linguistics, Georgetown University; Marjorie C. Johnston, Acting Chief, Science, Mathematics, and Foreign Language Section, United States Office of Education; Helen Hefferman, Chief, Bureau of Elementary Education, California State Department of Education; Frank B. Lindsay, Chief, Bureau of Secondary Education, California State Department of Education; Mrs. Ruth Parle Craig, Instructor, Foreign Languages, Santa Rosa Junior College; Mrs. Mary DuFort, Curriculum Coordinator, Office of Alameda County Superintendent of Schools; John Englekirk, Chairman, Department of Spanish and Portuguese, University of California, Los Angeles; Betty Fowler, Supervisor, Foreign Languages, Office of Stanislaus County Superintendent of Schools; Ernest Garcia, Curriculum Consultant, Rialto Elementary School District; Gerald Newmark, Systems Development Corporation, Santa Monica; Peter S. Presta, Associate Professor of Modern Language, San Francisco State College; and *Chairman*, Everett O'Rourke, Consultant, Bureau of Secondary Education, California State Department of Education.

the same facility with which children educated in schools of other countries speak and read foreign languages, in order that the children of this State be adequately prepared to undertake their duties as American citizens in a world in which the ability to communicate with peoples of other countries in their own tongue is of ever-increasing importance.

WHAT LANGUAGE OR LANGUAGES

It is recognized that many languages are taught in the elementary and secondary schools of the state. It is also recognized that the particular modern foreign language a pupil studies in school is a matter of availability of teaching personnel, family preference, community and other environmental background, vocational interest, travel opportunities, personal motivation, and other factors. It is, however, evident from statistical data that students in California schools study Spanish more than any other language. For this reason, the State Curriculum Commission should recommend to the State Board of Education materials of instruction to be used for teaching Spanish in grades six, seven, and eight. Later, as finances become available, materials in other languages may be provided by the state. School districts are encouraged to teach any foreign language. However, at the present time it is necessary for a district to provide its own instructional material.

PURPOSES OF THE FOREIGN LANGUAGE PROGRAM

The current interest in foreign language instruction is based on a variety of purposes. The following sections summarize some of the statements about foreign language program goals that have appeared in professional journals and pamphlets.

Effective Communication with Nationals of Other Countries. Communication can be maintained with nationals of other countries through direct personal interaction with them, with exchange students in the United States and abroad, in conferences and conventions, and with people in their native communities; through tourist and nontourist travel; reading of publications; translation of correspondence and publications; academic and scientific co-operation; military and civilian government foreign service; and through language and area specialists for government, business, and industry.

Cultural Understanding. Cultural insights can be developed through comparisons of our culture with relevant aspects of foreign cultures; reduction of provincialism in American life; evidence of "good will" in learning to speak to foreigners in their language; and the desire to increase our understanding of other cultures. Language is said by some to shape thought; we cannot understand a foreign point of view until the language of the culture is learned.

Preparation for Advanced Study and Research. Advanced study and research in foreign languages include preparation for college entrance and degree requirements; advanced scientific, humanistic, and profes-

sional training; and research studies within graduate schools and professional fields.

These over-all purposes might not be reached in the elementary or secondary school but they justify the early beginning and continuous study of a language or languages.

FOR WHOM AND AT WHAT LEVEL

The Legislature definitely specifies that learning a foreign language must begin for all pupils in the public schools not later than grade six. The many schools that have started language teaching at an earlier level than grade six are encouraged to continue the program provided that it can be continued from the starting point through grade twelve in an unbroken sequence.

However, the specific responsibility at this moment is the requirement of the mandating legislation previously quoted.

Administrators should arrange for conferences between teachers at various levels to provide for smooth articulation.

Foreign language study in the elementary school is an essential part of the long sequence, ten years or more, needed to approach mastery of a second language in school.

OBJECTIVES

The principal objectives of foreign language instruction in the elementary and secondary school program are (1) to develop use of the language in understanding, speaking, reading and writing; and (2) to develop in the student a positive attitude toward learning a foreign language and confidence in his ability to do so, thereby motivating him to continue the study of one language long enough to acquire proficiency.

Most of the pupils should be expected to master nearly all the material presented. The quality of learning is of greater value than quantity of coverage.

METHODOLOGY

The audio-lingual approach to language learning should be used in systematically planned sequences to develop comprehension of the spoken language, and to progressively speak, read, and write it. Initial emphasis should be on listening comprehension or the skill of understanding the language as it is spoken by native speakers. This should be followed by development of speaking ability based on learning achieved during the listening comprehension. When reading and writing are introduced it cannot be assumed that students will be able to recognize and write material that they already speak and understand without specific instruction in reading and writing. Since language involves both communicative and cultural behavior, the teaching techniques must provide authentic models for imitation, and a planned sequence of sound and

structure patterns for practice. The instructional units should be relatively short, should be introduced and learned at a pace geared to the pupils' abilities, and should include frequent review and continuous evaluation of pupils' progress. The study of the language selected for the sixth grade or earlier should be continued at least through grade eight.

MATERIALS AND EQUIPMENT

The materials and equipment for foreign language study should implement fully the stated objectives and methods, and should include recent improvements in design and manufacture.

The materials (audio, visual, printed) should take the learner through a series of carefully planned steps, each of which contributes to his listening comprehension and adds a small increment to his increasing command of the spoken language and later, of its written form. Class, laboratory, and home activities should be fully integrated and should include frequent review of learned materials and of recorded and printed tests to evaluate the learner's performance. The materials should be carefully structured, should always be natural, attractive, and challenging to the students, and should be accompanied by teachers' manuals that give complete and explicit directions for the teaching of all skills.

The equipment should enable teachers and students to use the materials with maximum effectiveness in the classroom, laboratory, and at home. Equipment should be used to do regular work, to compensate for individual differences by providing further work, and for testing. It can be simple or complex, limited or abundant, depending on teachers' and students' needs and on the amount of funds available. It should be purchased only after methods and materials have been decided on and standard guides have been consulted, such as the *Purchase Guide for Programs in Science, Mathematics, Modern Foreign Languages*;² the *Supplement to the Purchase Guide*;³ and *Modern Foreign Languages in High School: The Language Laboratory*.⁴ Equipment can consist of anything from a single tape or disk playback used in a classroom to a language laboratory for individual listening, recording, playback, and comparison.

PROFESSIONAL EDUCATION

The addition of foreign language to the school subjects required by law creates new responsibilities of importance to counselors, teacher

² *Purchase Guide for Programs in Science, Mathematics, Modern Foreign Languages*. Prepared by the Council of Chief State School Officers with the assistance of Educational Facilities Laboratories, Inc., and others. New York: Ginn & Co., 1959.

³ *Supplement to Purchase Guide for Programs in Science, Mathematics, Modern Foreign Languages*. Prepared by the Council of Chief State School Officers with the assistance of Educational Facilities Laboratory, Inc., National Science Foundation, and others. New York: Ginn & Co., 1961.

⁴ Joseph C. Hutchinson, *Modern Foreign Languages in High School: The Language Laboratory*. Bulletin 1961, No. 23, Office of Education. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1961.

education institutions, and county and school district central office personnel.

Counselors in secondary schools should advise students who look toward professional careers as elementary school teachers about taking appropriate courses in foreign language basic to further study at the collegiate level.

Colleges and universities accredited by the State Board of Education to prepare students for the elementary school teaching credential should review present programs, and make provision for study of relevant disciplines and for courses which will assure proficiency in a foreign language and in knowledge of methods and materials suitable for use in teaching a foreign language to elementary school pupils. Although the present law requires the teaching of a foreign language beginning not later than grade six and continuing through grades seven and eight, many school districts will begin their foreign language instruction at an earlier grade level. Prospective teachers would be well-advised to secure the competencies essential to effective teaching of a foreign language.

One of the serious problems confronting California in inaugurating a program of foreign language is the shortage of qualified personnel for teaching, supervision, and co-ordination. Teacher education institutions can assist in alleviating the shortage by establishing, at the earliest time, programs for teachers and graduate programs for specially trained personnel to supervise and co-ordinate programs.

In setting up programs in school districts, professional personnel at the district and county level will be needed to develop courses of study, select materials and equipment, and provide for the continuous in-service education of the teaching staff. Until such time as an adequate supply of thoroughly qualified teachers can be educated by colleges and universities, the in-service education of professional personnel will loom large in the activities of the offices of school districts and county superintendents of schools.

Colleges and universities are meeting this need by offering regular courses at convenient times, by offering extension courses, and by scheduling courses in summer sessions. All of these courses are designed to give teachers opportunities to increase proficiency in using a foreign language and to acquire understanding of the methodology of teaching foreign languages. Many teachers and supervisors are receiving training through demonstrations, discussions, and lectures at NDEA workshops and institutes.

The effect that the 1961 legislation on compulsory foreign language instruction will have on the secondary schools is obvious. The greatly increased enrollments in foreign languages that may be anticipated will require a greater number of qualified teachers than ever before. Previous standards of competency in hearing, speaking, reading, and writing foreign languages will not be sufficient to meet the new demands. Pro-

fessional preparation in this field should include training in the newer methods and materials, and in the effective use of the electronic devices available.

ORGANIZATION AND INSTRUCTIONAL PROGRAMS

Foreign language programs are organized in a variety of ways. In the elementary school the following four patterns seem to have emerged: the classroom teacher fully qualified in the language; the fully qualified special language teacher; the classroom teacher with limited language teaching capabilities, assisted by a special language teacher or supervisor and by programmed, recorded, and other materials; the television teacher who makes the lesson presentation plus the supervised or unsupervised classroom teacher who is responsible for follow-up, either in person or through the use of recordings. The organization of foreign language instruction in the elementary school is at the experimental stage. The ultimate goal, however, is to provide thoroughly qualified teachers for all foreign language classes for elementary and secondary schools.

In a crowded elementary and junior high school curriculum, there are the inevitable problems of how much time should be devoted to foreign language and where the time can be found. Language experts recommend about 20 minutes daily in preference to less frequent and longer periods. Adjustment of the schedule to include foreign language must not work to the disadvantage of other important subject areas. Time can be found by lengthening the school day and by more efficient scheduling.

A well-organized foreign language program, carefully planned for each specific grade level, will assure continuity in the language from grade to grade.

EVALUATION

All aspects of the foreign language program need to be appraised in terms of the objectives of the program. Also, it is necessary to evaluate the progress and accomplishments of individual pupils.

The pupil evaluation process is an integral part of teaching and learning and helps determine the rate of introduction of new materials. The pupil's continuing interest in the language is largely the result of a sense of accomplishment. Testing through performance tests in practical situations, as well as through formal oral and written tests consistent with the stated objectives, should determine when a pupil has achieved a given level of attainment in understanding, speaking, reading, and writing. In order to facilitate each student's progress from one school grade to another or his transfer from one district to another, it is important to evaluate in terms of his level of achievement in the various skills rather than in terms of the amount of time he has spent in study.

In order that pupils may progress properly through a language learning sequence, the entire program should be evaluated in terms of the

capabilities of teachers and administrators, community support, time allotments for teaching and for study, suitability of facilities and materials, size of class or section, suitability of content and method to practical objectives, and relationships to the other curriculum areas of the school.

UTILIZATION OF OUT-OF-SCHOOL RESOURCES

All available resources in the immediate and extended environment should be utilized to provide the practice necessary to maintain and extend foreign language skills. The community should be well informed concerning the purposes of the foreign language program. Residents of native or near-native speaking ability can participate as resource persons in certain school and community activities. Libraries may lend disks, tapes, films, and books in foreign languages. Parents can set aside a particular time or designate particular activities in which the foreign language will be used regularly in the home. Parents may enroll in language courses parallel to those offered for their children in the schools. Radio, television, foreign films, visitors from foreign countries, youth activities, visits to centers where a foreign language is spoken, and exchanges of letters and tape recordings with children in other countries provide excellent practice in use of the foreign language.

In some communities, civic and cultural groups are working creatively to enliven the experience of language learning.

FUNCTIONS AND RESPONSIBILITIES OF GOVERNMENTAL AGENCIES

The functions and responsibilities of the school district, county, State Curriculum Commission, State Board of Education, State Department of Education, colleges and universities, and the Federal government (NDEA) in relation to foreign language instruction within the state are the same as in relation to other subjects in the curriculum of the schools. Section 7604 of the Education Code, as amended in 1961, requires that all pupils in grades six, seven, and eight shall receive instruction in a foreign language or languages.

School District. It is the responsibility of a school district that is not under the jurisdiction of a county board of education to decide which language or languages are to be taught in the schools of the district, and to establish and maintain a course of study and a language sequence from the beginning year of the language study through grade twelve or grade eight or grade six, whichever may be the highest grade level of foreign language study for which the district is responsible. Every school district is responsible for employing properly qualified and capable teachers and administrators and for providing for supervision of the language program. Every district should select, purchase, or otherwise make available appropriate materials of instruction for

language learning and teaching. It is the further responsibility of the district to establish an articulated sequential language program within the school and with the schools of a higher grade than that for which the district has responsibility. It is likewise the responsibility of districts that have schools of a higher grade than that in which the language program is started, to work with the districts served in order to continue and to co-ordinate a sequential and articulated language program.

County. Articulation and co-ordination of programs can usually be brought about by co-operation between county and school district personnel. County superintendents of schools with their boards of education and supervisory personnel should work with the school districts in the counties under their supervision and guidance, as well as with other school districts in the county, to decide the language or languages to be taught in the schools, to prepare courses of study and curriculum guides, and to select suitable materials. Offices of county superintendents of schools should also help school districts to provide capable teaching personnel.

State. Section 9303 of the Education Code states that "The State Curriculum Commission shall recommend to the State Board of Education, specifications for textbooks for uniform use in the schools of the State so that the textbooks adopted shall conform to the minimum standard for the courses of study."

Section 9302 of the Education Code states that "The State Board of Education shall adopt one or more basic textbooks in each of the subjects prescribed for the elementary schools by Section 7604 of this code. . . . The board may adopt a single textbook covering two or more of these subjects. The board may adopt other textbooks, supplementary textbooks, and teachers' manuals for use in the elementary schools . . ."

Tapes, disks, films, and other materials are needed for teaching languages by the audio-lingual method. The Education Code sections referred to in the two preceding paragraphs therefore may need to be revised to include materials of instruction other than textbooks and supplementary books.

The State Department of Education has the function of and responsibility for improving the instructional program in foreign languages through publications, research, workshops, and conferences; through counseling with the personnel of counties and school districts to give them direction, guidance, and other assistance in the preparation of courses of study and curriculum guides; and through in-service education of teachers and supervisors.

Colleges and Universities. Colleges and universities have the function and responsibility of establishing courses for training teachers and supervisors who will be capable of foreign language instruction and supervi-

sion. They have the responsibility, too, of co-operating with school districts and offices of county superintendents of schools for the in-service education of teachers in foreign language study and methodology.

Federal Government. The federal government has the function and responsibility of working with the State Department of Education, colleges and universities, and school districts to improve the educational program through research, publications, institutes, workshops, consultation service, pilot programs, and fellowships.

RECOMMENDATIONS

The following recommendations are considered necessary to enable the public schools of the state to comply with the legislative mandate to teach languages to all pupils in grades six, seven, and eight, beginning not later than July 1, 1965.

Teacher Education and Training

It is recommended that colleges and universities:

- Be immediately apprised of the acute need for language teachers for the elementary and secondary schools;

- Be encouraged to offer intensive training in Spanish for employed elementary school teachers and junior high school teachers through extension courses, through special summer offerings, and through federally financed institutes;

- Be encouraged to co-operate with school districts and counties to intensify planning, and operate in-service training programs suitable to the immediate and long-term needs of language teachers;

- Incorporate into the teacher education program proficiency tests in aural understanding, speaking, reading, writing, language analysis, culture, and professional preparation; and

- Be encouraged to develop the language teacher education program according to the audio-lingual plan with primary emphasis on the skills of communication.

It is recommended that the State Department of Education:

- Continue the program of workshops, clinics, leadership conferences, production seminars, and research round-ups for the training of teachers, supervisors, counselors, and administrators.

It is recommended that school administrators, school boards, and teacher groups:

- Accept lower division courses in foreign languages to satisfy requirements for salary increments, and give like consideration to attendance at NDEA workshops and conferences.

Curriculum, Materials and Facilities

It is recommended that the State Department of Education:

Begin the collection, survey, study, and evaluation of materials currently available and planned in all foreign languages for the purpose of establishing specifications for teaching and learning materials to be used in the foreign language courses of the elementary and secondary schools and for guiding the State Department, school districts, and offices of county superintendents of schools in the design and production of new materials for language instruction;

Prepare a budget for the administration; and

Prepare a suggested course of study in Spanish.

It is recommended that school administrators and others responsible for building, planning, and financing:

Give special consideration to classroom and building facilities and planning for language teaching and laboratory space.

Research

It is recommended that:

Research be undertaken to decide what portion of the sixth grade instruction should be devoted to training in listening and listening comprehension for the progressive development of the skills of understanding, speaking, reading, and writing; and that special materials be developed to provide effective training in listening comprehension;

Research be undertaken to develop standardized tests for listening comprehension and speaking, as well as for reading and writing for measuring attainment in Level I in accordance with curriculum materials to be selected, adopted, and made available to the schools; and

Research be conducted to decide the most effective utilization of new media, methods, and materials in various teaching institutions and with different types of students at various grade levels.

Legislation and Finance

It is recommended that the California Legislature:

Provide funds for the State Department of Education budget for the administration of the foregoing language program;

Provide funds for instructional materials through regular textbook appropriations;

Provide funds for local school districts to pay for the additional teaching and supervisory personnel that will be needed to meet the legislative mandate, Assembly Bill 2564; and

Provide funds for the research suggested in this report.

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ENROLLMENT IN CALIFORNIA PUBLIC SCHOOLS, OCTOBER 31, 1961

Prepared in the BUREAU OF EDUCATION RESEARCH by
Henry W. Magnuson, *Chief*, and Peter J. Tashnovian, *Consultant*

This semiannual compilation of data on active enrollment in the public schools of California as of October 31, 1961, has been prepared from reports of officials of the school districts.

In Table 1, totals are shown for the state, by sex, for each grade and special classification; in Tables 2 and 4, a comparison is made with similar data for October 31, 1960; and in Tables 3 and 5, the figures on enrollment are presented according to grade level, by sex, and by county. In Table 6, the enrollment of pupils on half-day sessions is shown by grade and by county.

Enrollment in regular grades only, from kindergarten through grade fourteen, as shown in Tables 2 and 4, increased 187,893 (5.5 per cent) over the enrollment reported a year earlier. Comparable figures for October 31, 1960, showed an increase of 178,888 (5.5 per cent) over those reported on October 31, 1959.

Total enrollment in all regular grades and all special classes was 4,248,109, an increase of 227,814 (5.7 per cent) over the total for October 31, 1960. This increase may be compared to that of 219,985 (5.8 per cent) on October 31, 1960, over the figures reported on October 31, 1959.

The increase in graded enrollment in kindergarten and elementary grades between October 31, 1960 and October 31, 1961, was 4.0 per cent as compared with an increase of 4.6 per cent during the previous year. Enrollment in grades nine through twelve increased 8.4 per cent as compared with 7.6 per cent on October 31, 1960. In junior colleges there was an increase of 14.3 per cent in graded enrollment in 1961, as compared with 8.9 per cent the previous year.

Junior college enrollment is reported as full-time or part-time. Students enrolled in programs yielding 12 or more credit hours are considered full-time students.

Enrollment in grades seven, eight, and nine in junior high schools is reported separately from that in elementary schools and four-year high schools, in order that the total enrollment in junior high schools may be readily computed.

Table 6 contains data regarding the enrollment of pupils on half-day sessions by grade and county. As of October 31, 1961, there were 54,241 elementary school and 11,932 high school pupils (including junior high school) or a total of 66,173 pupils on half-day sessions, a decrease of 27,779 from that of the previous year.

TABLE 1
SUMMARY OF ACTIVE ENROLLMENT IN CALIFORNIA PUBLIC SCHOOLS
October 31, 1961

Grade or class	Male	Female	Total
GRADED ENROLLMENT			
Kindergarten.....	167,820	160,369	327,889
Grade one.....	168,701	155,841	324,542
Grade two.....	159,803	150,955	310,758
Grade three.....	151,774	145,788	297,562
Grade four.....	145,942	141,228	287,170
Grade five.....	139,617	134,439	274,056
Grade six.....	134,612	130,356	264,968
Grade seven in elementary schools.....	65,153	61,984	127,137
Grade seven in junior high schools.....	72,220	70,173	142,393
Grade eight in elementary schools.....	63,382	59,946	123,328
Grade eight in junior high schools.....	71,564	69,736	141,300
<i>Total enrollment, kindergarten through grade eight.....</i>	<i>1,340,888</i>	<i>1,280,815</i>	<i>2,621,103</i>
Grade nine in junior high schools.....	63,624	61,157	124,781
Grade nine in four-year high schools.....	68,237	64,197	132,434
Grade ten.....	121,503	117,901	239,404
Grade eleven.....	97,089	91,779	188,868
Grade twelve.....	83,502	81,954	165,456
<i>Total enrollment, grades nine through twelve.....</i>	<i>433,955</i>	<i>416,988</i>	<i>850,943</i>
Grade thirteen			
Full-time.....	48,417	29,620	78,037
Part-time.....	24,082	15,137	39,219
Grade fourteen			
Full-time.....	21,840	10,967	32,807
Part-time.....	7,987	4,362	12,349
<i>Total enrollment, grades thirteen and fourteen.....</i>	<i>102,326</i>	<i>55,086</i>	<i>157,412</i>
<i>Total enrollment, kindergarten and grades one through fourteen.....</i>	<i>1,876,569</i>	<i>1,757,889</i>	<i>3,634,458</i>
ENROLLMENT OF ADULTS AND IN SPECIAL CLASSES			
Ungraded pupils in elementary schools.....	1,396	849	1,745
Pupils in special day and evening classes in elementary schools.....	12	10	22
Special classes for physically handicapped minors:			
Elementary schools.....	4,242	3,181	7,423
Grades seven and eight in junior high schools.....	283	283	566
High school level.....	996	1,282	2,278
Special classes for mentally retarded minors:			
Elementary schools.....	18,723	12,505	31,218
Grades seven and eight in junior high schools.....	3,044	2,199	5,243
High school level.....	5,266	3,407	8,763
Pupils in compulsory continuation classes.....	2,443	1,222	3,665
Special pupils:			
High school level.....	5,288	6,343	11,631
Junior college level			
Full-time.....	1,225	567	1,792
Part-time.....	5,646	5,720	11,366
Adults:			
High school level.....	122,321	211,055	333,376
Junior college level.....	107,597	86,806	194,463
<i>Summary of enrollment of adults and in special classes:</i>			
Elementary school level.....	27,700	18,617	46,317
High school level.....	136,314	235,599	369,713
Junior college level.....	114,468	93,163	207,631
<i>Total enrollment of adults and in special classes.....</i>	<i>278,482</i>	<i>335,169</i>	<i>613,651</i>
GRAND TOTAL, GRADED ENROLLMENT AND ENROLLMENT IN SPECIAL CLASSES.....	2,155,051	2,093,058	4,248,109
Enrollment on half-day sessions:			
Grades one through eight.....			57,640
Grades nine through twelve.....			8,533

TABLE 2
COMPARISON OF GRADED AND SPECIAL CLASS ENROLLMENTS FOR
OCTOBER 31, 1960 AND OCTOBER 31, 1961

Grade or class	October 31, 1960	October 31, 1961	Increase or decrease between October 1960 and October 1961	
			Number	Per cent
Kindergarten.....	310,705	327,889	17,184	5.5
Grade one.....	318,773	324,542	5,769	1.8
Grade two.....	298,534	310,758	12,124	4.1
Grade three.....	286,223	297,592	11,369	4.0
Grade four.....	272,139	287,170	15,031	5.5
Grade five.....	261,895	274,056	12,161	4.6
Grade six.....	261,513	264,968	3,455	1.3
Grade seven.....	261,501	269,530	8,029	3.1
Grade eight.....	247,558	264,628	16,770	6.8
<i>Total enrollment, kindergarten through grade eight.....</i>	<i>2,519,241</i>	<i>2,621,103</i>	<i>101,862</i>	<i>4.0</i>
Grade nine.....	239,059	257,215	18,156	7.6
Grade ten.....	202,474	239,404	36,930	18.2
Grade eleven.....	184,300	188,868	4,568	2.5
Grade twelve.....	159,411	165,456	6,045	3.8
<i>Total enrollment, grades nine through twelve.....</i>	<i>785,244</i>	<i>850,943</i>	<i>65,699</i>	<i>8.4</i>
Grade thirteen.....	(103,242)	(117,256)	(14,014)	13.6
Full-time.....	70,088	78,037	7,949	11.3
Part-time.....	33,154	39,219	6,065	18.3
Grade fourteen.....	(38,838)	(45,156)	(6,318)	16.3
Full-time.....	28,184	32,807	4,623	16.4
Part-time.....	10,654	12,349	1,695	15.9
<i>Total enrollment, grades thirteen and fourteen.....</i>	<i>142,080</i>	<i>162,412</i>	<i>20,332</i>	<i>14.3</i>
<i>Total enrollment, kindergarten through grade fourteen.....</i>	<i>3,446,565</i>	<i>3,634,458</i>	<i>187,893</i>	<i>5.5</i>
Special enrollment classifications in elementary schools:				
Ungraded pupils in elementary schools.....	1,661	1,745	84	5.1
Pupils in special day and evening classes in elementary schools.....	30	22	-8	-26.7
<i>Total, special enrollment classifications in elementary schools.....</i>	<i>1,691</i>	<i>1,767</i>	<i>76</i>	<i>4.5</i>
Special classes for physically handicapped minors:				
Elementary schools.....	7,138	7,423	285	4.0
Grade seven and eight in junior high schools.....	575	566	-9	-1.6
High school level.....	2,215	2,278	63	2.8
<i>Total, special classes for physically handicapped minors.....</i>	<i>9,928</i>	<i>10,267</i>	<i>339</i>	<i>3.4</i>
Special classes for mentally retarded minors:				
Elementary schools.....	27,698	31,318	3,620	13.1
Grades seven and eight in junior high schools.....	4,699	5,243	544	11.6
High school level.....	7,772	8,763	991	12.8
<i>Total, special classes for mentally retarded minors.....</i>	<i>40,169</i>	<i>45,324</i>	<i>5,155</i>	<i>12.8</i>
Pupils in compulsory continuation classes.....	3,861	3,665	-196	-5.1
Special pupils:				
High school level.....	7,967	11,631	3,664	46.0
Junior college level.....	(9,484)	(13,158)	(3,674)	38.7
Full-time.....	1,511	1,792	281	18.6
Part-time.....	7,973	11,366	3,393	42.6
<i>Total, special pupils in regular classes.....</i>	<i>17,451</i>	<i>24,789</i>	<i>7,338</i>	<i>42.0</i>
Adults:				
High school level.....	312,145	333,376	21,231	6.8
Junior college level.....	188,485	194,463	5,978	3.2
<i>Total, adults.....</i>	<i>500,630</i>	<i>527,839</i>	<i>27,209</i>	<i>5.4</i>
TOTAL, all grades and classes.....	4,020,295	4,248,109	227,814	5.7

TABLE 3
GRADED ENROLLMENT, BY COUNTIES

County	Kindergarten			Grade one			Grade two		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	9,403	9,104	18,507	9,218	8,370	17,588	8,798	8,192	16,990
Alpine.....				6	11	17	4	7	11
Amador.....	87	74	161	103	85	188	81	99	180
Butte.....	678	737	1,415	947	812	1,759	904	807	1,711
Calaveras.....	67	65	132	114	82	196	89	106	195
Colusa.....	116	106	222	127	115	242	116	128	244
Contra Costa.....	5,177	5,129	10,306	5,239	4,911	10,150	4,976	4,792	9,768
Del Norte.....	185	179	364	227	187	414	225	191	416
El Dorado.....	307	332	639	360	329	689	373	367	740
Fresno.....	4,179	3,898	8,077	5,024	4,561	9,585	4,660	4,353	9,013
Glenn.....	131	123	254	235	221	456	221	187	408
Humboldt.....	1,068	1,044	2,142	1,223	1,202	2,425	1,163	1,067	2,230
Imperial.....	803	796	1,599	988	941	1,929	872	828	1,700
Inyo.....	110	121	231	144	110	254	125	126	251
Kern.....	3,413	3,207	6,620	3,700	3,440	7,140	3,600	3,286	6,886
Kings.....	672	549	1,221	812	724	1,536	676	615	1,291
Lake.....	102	93	195	136	131	267	132	94	226
Lassen.....	124	138	262	156	188	344	193	175	368
Los Angeles.....	60,005	57,465	117,470	57,050	53,641	110,691	55,133	52,201	107,334
Madera.....	427	362	789	543	459	1,002	462	450	912
Marin.....	1,696	1,547	3,243	1,631	1,440	3,071	1,586	1,468	3,054
Mariposa.....	21	17	38	46	36	82	54	40	94
Mendocino.....	383	397	780	551	508	1,059	476	490	966
Merced.....	1,067	1,008	2,075	1,287	1,131	2,418	1,078	1,043	2,121
Modoc.....	51	52	103	85	101	186	96	91	187
Mono.....				25	31	56	31	31	62
Monterey.....	2,087	2,071	4,158	2,270	2,139	4,409	2,123	2,012	4,135
Napa.....	577	589	1,166	623	565	1,188	595	509	1,104
Nevada.....	101	96	197	177	176	353	180	140	320
Orange.....	10,384	10,140	20,524	9,782	9,074	18,856	9,233	8,977	18,210
Placer.....	613	551	1,164	705	629	1,334	683	606	1,289
Plumas.....	114	113	227	119	106	225	148	110	258
Riverside.....	3,336	3,069	6,405	3,493	3,203	6,696	3,217	3,158	6,375
Sacramento.....	6,364	6,121	12,485	6,181	5,654	11,835	5,971	5,439	11,410
San Benito.....	126	125	251	185	170	355	169	124	293
San Bernardino.....	5,699	5,493	11,192	5,988	5,531	11,519	5,409	5,224	10,633
San Diego.....	11,376	10,873	22,249	11,344	10,338	21,682	10,559	9,952	20,511
San Francisco.....	4,326	4,218	8,544	4,084	3,909	7,993	3,830	3,655	7,485
San Joaquin.....	2,392	2,289	4,681	2,762	2,532	5,294	2,609	2,454	5,063
San Luis Obispo.....	748	749	1,497	864	802	1,666	817	771	1,588
San Mateo.....	5,214	4,796	10,010	4,739	4,341	9,080	4,609	4,360	8,969
Santa Barbara.....	2,147	2,005	4,152	2,176	2,012	4,188	2,004	1,814	3,818
Santa Clara.....	9,034	8,820	17,854	8,989	8,152	17,141	8,389	7,979	16,368
Santa Cruz.....	728	711	1,439	809	712	1,521	743	703	1,446
Shasta.....	637	665	1,302	874	684	1,558	697	710	1,407
Sierra.....	24	15	39	29	32	61	24	29	53
Siskiyou.....	291	277	568	377	359	736	378	361	739
Solano.....	1,660	1,521	3,181	1,689	1,544	3,233	1,512	1,410	2,922
Sonoma.....	1,449	1,366	2,815	1,662	1,446	3,108	1,526	1,345	2,871
Stanislaus.....	1,667	1,573	3,240	1,956	1,707	3,663	1,851	1,746	3,597
Sutter.....	312	294	606	458	427	885	402	421	823
Tehama.....	211	239	450	285	265	550	284	272	556
Trinity.....	64	63	127	88	67	155	111	88	199
Tulare.....	1,677	1,624	3,301	2,113	1,829	3,942	1,964	1,762	3,726
Tuolumne.....	136	104	240	137	137	274	143	148	291
Ventura.....	2,541	2,444	4,985	2,556	2,352	4,908	2,327	2,275	4,602
Yolo.....	728	716	1,444	776	688	1,464	696	716	1,412
Yuba.....	455	398	853	494	468	962	476	445	921
Total.....	167,520	160,389	327,899	168,701	155,841	324,542	159,803	150,955	310,758

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Grade three			Grade four			Grade five		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	8,094	7,822	15,916	7,011	7,601	15,512	7,500	7,028	14,528
Alpine.....	4	2	6	8	6	14	4	1	5
Amador.....	81	99	180	95	95	190	92	80	172
Butte.....	837	813	1,650	838	839	1,677	815	771	1,586
Calaveras.....	107	98	205	85	94	179	92	93	185
Colusa.....	121	112	233	113	118	231	117	110	227
Contra Costa.....	4,890	4,691	9,581	4,806	4,703	9,509	4,776	4,352	9,128
Del Norte.....	175	172	347	176	177	353	170	147	317
El Dorado.....	353	357	710	330	343	673	368	347	715
Fresno.....	4,550	4,185	8,735	4,353	4,062	8,415	3,951	3,952	7,903
Glenn.....	235	225	460	223	199	422	221	210	431
Humboldt.....	1,201	1,114	2,315	1,112	1,043	2,155	1,011	977	1,988
Imperial.....	830	811	1,641	829	703	1,532	749	734	1,483
Inyo.....	130	127	257	126	137	263	122	127	249
Kern.....	3,312	3,214	6,726	3,342	3,161	6,503	3,195	3,001	6,196
Kings.....	629	567	1,196	620	586	1,206	591	541	1,132
Lake.....	116	124	240	124	115	239	124	102	226
Lassen.....	172	154	326	168	149	317	149	153	302
Los Angeles.....	51,579	50,385	101,964	50,024	48,090	98,714	47,896	46,904	94,800
Madera.....	443	469	912	423	432	855	468	434	902
Marin.....	1,447	1,385	2,832	1,426	1,325	2,751	1,366	1,272	2,638
Mariposa.....	52	41	93	39	37	76	38	43	81
Mendocino.....	579	489	1,068	497	485	982	499	491	990
Merced.....	1,099	982	2,081	1,037	966	2,003	955	923	1,878
Modoc.....	81	77	158	95	90	185	82	97	179
Mono.....	28	32	60	33	28	61	19	27	46
Monterey.....	1,941	1,868	3,809	1,838	1,776	3,614	1,705	1,723	3,428
Napa.....	575	528	1,103	558	537	1,095	582	479	1,061
Nevada.....	178	164	342	154	186	340	149	151	300
Orange.....	8,790	8,595	17,385	8,590	8,199	16,779	8,095	7,685	15,780
Placer.....	620	601	1,221	635	560	1,195	600	584	1,184
Plumas.....	129	119	248	130	107	237	136	128	264
Riverside.....	2,905	2,885	5,790	2,927	2,902	5,829	2,728	2,745	5,473
Sacramento.....	5,690	5,474	11,164	5,252	5,095	10,347	4,963	4,718	9,681
San Benito.....	156	143	299	165	150	315	160	130	290
San Bernardino.....	5,267	5,113	10,380	4,889	4,954	9,843	4,938	4,804	9,742
San Diego.....	9,933	9,604	19,537	9,104	9,128	18,232	8,842	8,501	17,343
San Francisco.....	3,879	3,485	7,364	3,645	3,590	7,235	3,588	3,322	6,910
San Joaquin.....	2,563	2,323	4,886	2,414	2,359	4,773	2,439	2,300	4,739
San Luis Obispo.....	809	747	1,556	790	733	1,523	703	676	1,379
San Mateo.....	4,369	4,170	8,539	4,352	4,223	8,575	4,159	3,982	8,141
Santa Barbara.....	1,929	1,864	3,793	1,821	1,666	3,487	1,633	1,681	3,314
Santa Clara.....	7,868	7,461	15,329	7,550	7,205	14,755	7,047	6,820	13,867
Santa Cruz.....	791	731	1,522	777	711	1,488	746	699	1,445
Shasta.....	732	649	1,381	728	673	1,401	701	588	1,289
Sierra.....	23	32	55	27	27	54	26	28	54
Siakiyou.....	357	344	701	399	346	745	363	355	718
Solano.....	1,423	1,372	2,795	1,308	1,308	2,616	1,216	1,162	2,378
Sonoma.....	1,516	1,397	2,913	1,421	1,403	2,824	1,368	1,332	2,700
Stanislaus.....	1,704	1,609	3,313	1,611	1,606	3,217	1,619	1,448	3,067
Sutter.....	429	404	833	382	373	755	385	331	716
Tehama.....	274	280	554	289	277	566	267	298	565
Trinity.....	80	91	171	98	81	179	95	85	180
Tulare.....	1,593	1,841	3,734	1,856	1,728	3,584	1,754	1,646	3,400
Tuolumne.....	160	122	282	145	129	274	168	120	288
Ventura.....	2,295	2,185	4,480	2,172	1,982	4,154	2,076	1,995	4,071
Yolo.....	684	638	1,322	709	643	1,352	646	643	1,289
Yuba.....	467	402	869	383	387	770	360	363	723
Total.....	151,774	145,788	297,562	145,942	141,228	287,170	139,617	134,439	274,056

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Grade six			Grade seven in elementary schools			Grade seven in junior high schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	7,293	7,071	14,364	4,398	4,232	8,630	3,047	2,919	5,966
Alpine.....	5	3	8	3	6	9			
Amador.....	82	106	188	101	87	188			
Butte.....	833	746	1,579	412	377	789	419	401	820
Calaveras.....	111	74	185	105	110	215			
Colusa.....	113	92	205	52	49	101			
Contra Costa.....	4,485	4,341	8,826	1,323	1,209	2,532	3,385	3,181	6,566
Del Norte.....	175	171	346	163	175	338			
El Dorado.....	354	297	651	375	338	713			
Fresno.....	4,061	3,932	7,993	1,803	1,657	3,460	2,124	2,097	4,221
Glenn.....	201	188	389	205	181	386			
Humboldt.....	1,032	947	1,979	664	639	1,303	364	363	727
Imperial.....	661	677	1,338	706	728	1,434			
Inyo.....	123	106	229	127	146	273			
Kern.....	3,175	2,969	6,144	3,016	2,806	5,822	97	76	173
Kings.....	579	565	1,144	599	518	1,117			
Lake.....	134	106	240	139	125	264			
Lassen.....	160	142	302	154	137	291	18	21	39
Los Angeles.....	45,701	44,764	90,465	14,355	13,746	28,101	32,663	32,198	64,861
Madera.....	419	408	827	477	406	883			
Marin.....	1,275	1,190	2,465	1,268	1,202	2,470			
Mariposa.....	35	34	69	36	33	69			
Mendocino.....	485	512	997	284	239	523	256	208	464
Merced.....	909	872	1,781	848	738	1,586	182	148	330
Modoc.....	98	81	179	73	101	174			
Mono.....	20	25	45	28	31	59			
Monterey.....	1,723	1,661	3,384	724	626	1,350	1,035	882	1,917
Napa.....	535	541	1,076	79	68	147	425	435	860
Nevada.....	161	163	324	74	69	143	121	86	207
Orange.....	7,626	7,383	15,009	4,398	4,225	8,623	3,163	3,166	6,329
Placer.....	604	563	1,167	610	583	1,193			
Plumas.....	129	109	238				125	119	244
Riverside.....	2,801	2,688	5,489	559	521	1,080	2,134	2,148	4,282
Sacramento.....	4,953	4,842	9,795	1,936	1,884	3,820	3,140	3,017	6,157
San Benito.....	119	117	236	161	132	293			
San Bernardino.....	4,663	4,505	9,168	1,845	1,780	3,625	3,028	2,844	5,872
San Diego.....	8,404	8,470	16,874	2,858	2,704	5,562	5,859	5,708	11,567
San Francisco.....	3,592	3,418	7,010				3,847	3,486	7,333
San Joaquin.....	2,352	2,187	4,539	1,211	1,158	2,369	1,132	1,102	2,234
San Luis Obispo.....	683	652	1,335	464	473	937	236	216	452
San Mateo.....	3,999	3,859	7,858	4,043	3,868	7,911			
Santa Barbara.....	1,651	1,584	3,235	606	583	1,189	997	1,024	2,021
Santa Clara.....	6,681	6,344	13,025	5,142	4,956	10,098	1,545	1,585	3,130
Santa Cruz.....	696	695	1,391	436	409	845	301	285	586
Shasta.....	656	608	1,264	715	631	1,346			
Sierra.....	29	16	45	4	5	9	14	18	32
Siskiyou.....	355	372	727	310	306	616	14	13	27
Solano.....	1,200	1,148	2,348	639	565	1,204	599	586	1,185
Sonoma.....	1,344	1,340	2,684	413	344	757	974	937	1,911
Stanislaus.....	1,574	1,441	3,015	1,530	1,542	3,072			
Sutter.....	358	346	704	356	360	716			
Tehama.....	302	241	543	281	248	529			
Trinity.....	84	67	151	77	74	151			
Tulare.....	1,705	1,609	3,314	1,659	1,558	3,217	93	73	166
Tuolumne.....	162	113	275	135	141	276			
Ventura.....	1,941	1,903	3,844	1,306	1,358	2,664	691	661	1,352
Yolo.....	639	607	1,246	515	508	1,023	115	108	223
Yuba.....	372	345	717	353	329	682			
Total.....	134,612	130,356	264,968	65,153	61,984	127,137	72,220	70,173	142,393

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Grade eight in elementary schools			Grade eight in junior high schools			Total, kindergarten through grade eight		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	3,908	3,087	7,595	3,569	3,413	6,982	73,139	69,439	142,578
Alpine.....	5	2	7				39	32	71
Amador.....	103	92	195				825	817	1,642
Butte.....	429	418	847	390	378	768	7,502	7,099	14,601
Calaveras.....	94	89	183				864	811	1,675
Colusa.....	61	33	94	77	63	140	1,090	988	2,078
Contra Costa.....	1,216	1,144	2,360	3,329	3,230	6,559	43,602	41,683	85,285
Del Norte.....	190	159	349				1,686	1,558	3,244
El Dorado.....	363	319	682				8,183	8,029	16,212
Fresno.....	1,789	1,601	3,390	2,090	2,083	4,173	38,584	36,381	74,965
Glenn.....	208	189	397				1,880	1,723	3,603
Humboldt.....	688	588	1,276	341	356	697	9,897	9,340	19,237
Imperial.....	700	650	1,350				7,138	6,868	14,006
Inyo.....	132	114	246				1,139	1,114	2,253
Kern.....	2,917	2,844	5,761	83	89	172	30,050	28,093	58,143
Kings.....	569	491	1,060				5,747	5,156	10,903
Lake.....	142	141	283				1,149	1,031	2,180
Lassen.....	151	128	279				1,461	1,402	2,863
Los Angeles.....	13,999	13,465	27,464	32,302	31,895	64,197	460,707	445,354	906,061
Madera.....	461	414	875				4,123	3,843	7,966
Marin.....	1,256	1,241	2,497				12,951	12,067	25,018
Mariposa.....	45	37	82				866	818	1,684
Mendocino.....	279	265	544	223	107	420	4,502	4,281	8,783
Merced.....	806	741	1,547	144	140	284	9,582	8,690	18,272
Modoc.....	68	86	149				724	776	1,500
Mono.....	17	15	32				201	220	421
Monterey.....	718	646	1,364	963	928	1,891	17,127	16,332	33,459
Napa.....	75	74	149	480	474	954	5,104	4,799	9,903
Nevada.....	71	64	135	119	114	233	1,485	1,409	2,894
Orange.....	4,299	4,169	8,468	3,083	3,093	6,176	77,433	74,706	152,139
Placer.....	601	574	1,175				5,671	5,251	10,922
Plumas.....				111	123	234	1,141	1,034	2,175
Riverside.....	584	529	1,113	2,178	2,084	4,262	26,862	25,932	52,794
Sacramento.....	1,946	1,808	3,754	3,079	2,940	6,019	49,445	46,992	96,437
San Benito.....	135	125	260				1,376	1,216	2,592
San Bernardino.....	1,773	1,659	3,432	3,003	2,893	5,896	46,502	44,780	91,282
San Diego.....	2,850	2,626	5,476	5,667	5,467	11,134	80,816	83,371	170,187
San Francisco.....				3,566	3,301	6,867	34,357	32,354	66,711
San Joaquin.....	1,203	1,144	2,347	1,088	1,060	2,148	22,165	20,908	43,073
San Luis Obispo.....	489	433	922	234	239	473	6,837	6,491	13,328
San Mateo.....	3,947	3,754	7,701				39,431	37,353	76,784
Santa Barbara.....	562	533	1,095	1,010	998	2,008	16,536	15,744	32,280
Santa Clara.....	4,771	4,611	9,382	1,484	1,502	2,986	68,500	65,135	133,635
Santa Cruz.....	392	360	752	289	256	545	6,708	6,272	12,980
Shasta.....	673	606	1,279				6,413	5,814	12,227
Sierra.....	6	2	8	23	18	41	229	222	451
Siskiyou.....	337	293	630	16	22	38	3,197	3,048	6,245
Solano.....	626	565	1,191	662	630	1,292	12,534	11,811	24,345
Sonoma.....	390	403	793	1,064	906	1,970	13,127	12,219	25,346
Stanislaus.....	1,680	1,473	3,053				15,092	14,145	29,237
Sutter.....	353	339	692				3,435	3,295	6,730
Tehama.....	280	229	509				2,473	2,349	4,822
Trinity.....	73	76	149				770	722	1,492
Tulare.....	1,676	1,611	3,287	77	53	130	16,467	15,334	31,801
Tuolumne.....	154	141	295				1,340	1,155	2,495
Ventura.....	1,309	1,239	2,548	674	678	1,352	19,888	19,072	38,960
Yolo.....	538	517	1,055	110	96	206	6,156	5,880	12,036
Yuba.....	380	390	770				3,740	3,527	7,267
Total.....	63,382	59,946	123,328	71,564	69,736	141,300	1,340,288	1,280,815	2,621,103

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Grade nine in junior high schools			Grade nine in four-year high schools			Grade ten		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	3,196	3,193	6,389	3,693	3,607	7,300	6,942	6,815	13,757
Alpine.....				5	2	7	1	2	3
Amador.....				89	97	186	92	71	163
Butte.....	422	420	851	415	376	791	771	759	1,530
Calaveras.....				104	83	187	76	80	156
Colusa.....	28	15	41	108	103	211	136	99	235
Contra Costa.....	1,855	1,844	3,699	2,400	2,308	4,708	4,239	4,262	8,501
Del Norte.....				179	151	330	145	134	279
El Dorado.....				325	313	638	306	278	584
Fresno.....	1,791	1,828	3,619	1,789	1,594	3,383	2,990	3,012	6,002
Glenn.....				197	185	382	137	171	308
Humboldt.....	358	352	710	629	603	1,232	847	761	1,608
Imperial.....				611	624	1,235	536	536	1,072
Inyo.....				126	124	250	128	101	229
Kern.....	38	29	67	2,850	2,793	5,643	2,672	2,620	5,292
Kings.....				551	504	1,055	484	470	954
Lake.....				158	121	279	129	104	233
Lassen.....				162	147	309	178	125	303
Los Angeles.....	30,254	29,131	59,385	15,273	14,358	29,631	42,820	41,191	84,011
Madera.....				421	346	767	390	319	709
Marin.....				1,257	1,139	2,396	1,152	1,183	2,335
Mariposa.....				35	26	61	29	43	72
Mendocino.....	110	97	207	430	401	831	394	416	810
Merced.....				1,026	998	1,934	813	795	1,608
Modoc.....				74	66	140	52	58	110
Mono.....				27	18	45	23	13	36
Monterey.....	1,131	1,022	2,153	413	393	806	1,260	1,276	2,536
Napa.....	488	464	952	79	66	145	494	518	1,012
Nevada.....	199	202	401				164	168	332
Orange.....	3,047	3,021	6,068	4,358	4,259	8,617	6,635	6,482	13,117
Placer.....				639	560	1,199	589	514	1,103
Plumas.....	121	123	244				121	113	234
Riverside.....	842	864	1,706	2,139	1,985	4,124	2,448	2,360	4,808
Sacramento.....	2,822	2,708	5,530	2,021	1,779	3,800	4,341	4,275	8,616
San Benito.....				143	123	266	114	122	236
San Bernardino.....	2,451	2,294	4,745	2,204	2,078	4,282	4,218	4,036	8,254
San Diego.....	5,402	5,275	10,677	3,124	2,932	6,056	7,677	7,549	15,226
San Francisco.....	3,312	2,954	6,266	136	183	299	3,884	3,267	7,151
San Joaquin.....	1,075	1,054	2,129	1,107	1,033	2,140	2,005	2,018	4,023
San Luis Obispo.....	267	223	490	424	437	861	608	620	1,228
San Mateo.....				3,887	3,662	7,549	3,640	3,677	7,317
Santa Barbara.....	941	850	1,791	658	559	1,217	1,362	1,370	2,732
Santa Clara.....	1,575	1,360	2,935	4,719	4,526	9,245	5,558	5,595	11,153
Santa Cruz.....	205	206	411	540	488	1,028	667	665	1,332
Shasta.....				658	617	1,275	526	552	1,078
Sierra.....				21	23	44	20	18	38
Siskiyou.....				388	357	745	309	291	600
Solano.....	581	570	1,151	653	637	1,290	1,131	1,078	2,209
Sonoma.....	835	844	1,679	541	510	1,051	1,236	1,172	2,408
Stanislaus.....				1,593	1,522	3,115	1,347	1,355	2,702
Sutter.....				361	355	716	310	273	583
Tehama.....				274	243	517	263	220	483
Trinity.....				75	74	149	74	59	133
Tulare.....				1,585	1,460	3,045	1,305	1,272	2,577
Tuolumne.....				154	139	293	142	116	258
Ventura.....	480	426	906	1,464	1,366	2,830	1,762	1,631	3,393
Yolo.....	100	79	179	584	525	1,109	543	560	1,103
Yuba.....				361	329	690	268	261	529
Total.....	63,624	61,157	124,781	68,237	64,197	132,434	121,503	117,901	239,404

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Grade eleven			Grade twelve			Total, grades nine through twelve		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	5,271	5,063	10,334	4,592	4,753	9,345	23,694	23,431	47,125
Alpine.....	4		4	3		3	13	4	17
Amador.....	79	77	156	70	63	133	330	308	638
Butte.....	645	649	1,294	601	547	1,148	2,854	2,760	5,614
Calaveras.....	74	59	133	73	64	137	327	286	613
Colusa.....	92	78	170	73	78	151	435	373	808
Contra Costa.....	3,290	3,080	6,370	2,783	2,805	5,588	14,567	14,299	28,866
Del Norte.....	109	99	208	97	84	181	530	468	998
El Dorado.....	215	220	435	175	190	365	1,021	1,001	2,022
Fresno.....	2,482	2,246	4,728	2,266	2,134	4,400	11,318	10,814	22,132
Glenn.....	165	128	293	149	118	265	648	598	1,246
Humboldt.....	733	651	1,384	643	562	1,205	3,210	2,929	6,139
Imperial.....	480	439	919	389	408	797	2,016	2,007	4,023
Inyo.....	94	72	166	84	85	169	432	382	814
Kern.....	2,210	1,985	4,195	1,807	1,743	3,550	9,577	9,170	18,747
Kings.....	371	378	749	341	352	693	1,747	1,704	3,451
Lake.....	115	79	194	92	89	181	494	393	887
Lassen.....	131	98	229	67	90	157	538	460	998
Los Angeles.....	34,549	32,677	67,226	29,323	29,233	58,556	152,219	146,590	298,809
Madera.....	328	280	608	250	241	491	1,389	1,186	2,575
Marin.....	906	884	1,790	814	833	1,647	4,129	4,039	8,168
Mariposa.....	35	24	59	23	19	42	122	112	234
Mendocino.....	368	345	713	358	350	708	1,660	1,609	3,269
Merced.....	657	609	1,266	608	581	1,189	3,104	2,953	6,057
Modoc.....	53	48	101	51	33	84	230	205	435
Mono.....	10	7	17	11	17	28	71	55	126
Monterey.....	955	931	1,886	838	837	1,675	4,597	4,459	9,056
Napa.....	439	419	858	425	350	775	1,925	1,817	3,742
Nevada.....	153	136	289	126	121	247	642	627	1,269
Orange.....	4,976	4,878	9,854	4,198	4,176	8,374	23,214	22,816	46,030
Placer.....	521	428	949	404	403	807	2,153	1,905	4,058
Plumas.....	110	78	188	87	87	174	459	401	860
Riverside.....	1,980	1,790	3,770	1,781	1,733	3,514	8,890	8,432	17,322
Sacramento.....	3,389	3,203	6,592	2,869	2,814	5,683	15,442	14,779	30,221
San Benito.....	100	94	194	74	82	156	431	421	852
San Bernardino.....	3,485	3,182	6,667	2,932	2,808	5,740	15,290	14,398	29,688
San Diego.....	5,987	6,029	12,016	5,233	5,181	10,414	27,423	26,966	54,389
San Francisco.....	2,814	2,513	5,327	2,300	2,119	4,419	12,446	11,016	23,462
San Joaquin.....	1,692	1,516	3,208	1,487	1,418	2,905	7,366	7,039	14,405
San Luis Obispo.....	529	441	970	453	441	894	2,281	2,162	4,443
San Mateo.....	2,912	2,739	5,651	2,473	2,417	4,890	12,912	12,495	25,407
Santa Barbara.....	1,148	1,051	2,199	981	947	1,928	5,090	4,777	9,867
Santa Clara.....	4,407	4,280	8,687	3,946	3,760	7,706	20,205	19,521	39,726
Santa Cruz.....	537	543	1,080	471	474	945	2,420	2,376	4,796
Shasta.....	508	417	925	455	373	828	2,147	1,959	4,106
Sierra.....	17	17	34	20	16	36	78	74	152
Siskiyou.....	288	235	523	244	221	465	1,229	1,104	2,333
Solano.....	834	848	1,682	686	754	1,440	3,885	3,887	7,772
Sonoma.....	1,014	987	2,001	892	838	1,730	4,518	4,351	8,869
Stanislaus.....	1,137	1,171	2,308	1,003	978	1,981	5,080	5,026	10,106
Sutter.....	268	271	539	248	251	499	1,187	1,150	2,337
Tehama.....	211	183	394	185	192	377	933	838	1,771
Trinity.....	62	44	106	58	62	120	269	229	498
Tulare.....	1,111	1,124	2,235	1,079	979	2,058	5,080	4,853	9,915
Tuolumne.....	112	115	227	114	105	219	522	476	997
Ventura.....	1,302	1,185	2,487	1,160	1,072	2,232	6,168	5,680	11,848
Yolo.....	434	422	856	371	326	697	2,032	1,912	3,944
Yuba.....	191	176	367	166	159	325	986	925	1,911
Total.....	97,089	91,779	188,868	83,502	81,954	165,456	433,955	416,988	850,943

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Grade thirteen						Grade fourteen					
	Full-time			Part-time			Full-time			Part-time		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	1,758	1,113	2,871	1,081	604	1,685	549	311	860	260	176	436
Alpine.....												
Amador.....												
Butte.....												
Calaveras.....												
Colusa.....												
Contra Costa.....	1,749	1,165	2,914	536	320	856	628	298	926	130	73	203
Del Norte.....												
El Dorado.....												
Fresno.....	1,563	866	2,429	646	364	1,010	643	286	929	190	80	270
Glenn.....												
Humboldt.....												
Imperial.....	214	136	350	8	11	19	78	46	124	6	5	11
Inyo.....												
Kern.....	1,179	737	1,916	224	221	445	637	334	971	138	123	261
Kings.....												
Lake.....												
Lassen.....	78	16	94	14	13	27	39	15	54	12	5	17
Los Angeles.....	19,109	11,888	30,997	11,050	7,071	18,721	9,066	4,752	14,418	3,573	2,077	5,650
Madera.....												
Marin.....	425	280	705	148	96	244	163	97	250	46	31	77
Mariposa.....												
Mendocino.....												
Merced.....												
Modoc.....												
Mono.....												
Monterey.....	730	532	1,262	301	144	445	325	190	515	106	58	164
Napa.....	246	121	367	160	90	250	143	66	209	59	20	79
Nevada.....												
Orange.....	3,444	1,946	5,390	1,294	744	2,038	1,376	765	2,141	365	216	581
Placer.....	421	239	660	14	13	27	197	104	301	5	6	11
Plumas.....												
Riverside.....	960	714	1,674	31	44	75	301	189	490	16	12	28
Sacramento.....	1,559	889	2,448	1,076	568	1,644	585	297	882	467	193	660
San Benito.....	51	28	79	2	2	4	42	22	64	1	1	2
San Bernardino.....	1,784	1,130	2,914	778	585	1,363	638	375	1,013	345	304	649
San Diego.....	2,461	1,176	3,637	1,852	915	2,767	848	316	1,164	392	145	537
San Francisco.....	1,964	1,076	3,040	709	508	1,217	1,122	457	1,579	324	181	505
San Joaquin.....	806	590	1,396	253	209	462	441	236	677	63	50	113
San Luis Obispo.....												
San Mateo.....	1,290	823	2,113	341	197	538	519	227	746	172	54	226
Santa Barbara.....	549	322	871	345	221	566	257	102	359	119	54	173
Santa Clara.....	1,782	1,095	2,877	1,528	773	2,301	670	274	944	480	184	664
Santa Cruz.....	289	174	463	43	20	63	140	85	225	9	9	18
Shasta.....	439	287	726	64	33	97	153	91	244	33	15	48
Sierra.....												
Siakiyou.....	88	44	132	12	8	20	54	31	85	9	3	12
Solano.....	260	207	467	402	129	531	105	64	169	87	22	109
Sonoma.....	679	505	1,184	265	197	462	260	215	475	90	55	145
Stanislaus.....	623	499	1,122	303	146	449	407	221	628	311	126	437
Sutter.....												
Tehama.....												
Trinity.....												
Tulare.....	838	547	1,385	66	47	113	368	247	615	45	18	63
Tuolumne.....												
Ventura.....	670	432	1,102	339	148	487	290	144	434	106	51	157
Yolo.....												
Yuba.....	409	343	752	197	96	293	206	110	316	28	15	43
Total.....	48,417	29,620	78,037	24,082	15,137	39,219	21,840	10,967	32,807	7,987	4,362	12,349

TABLE 3—Concluded
GRADED ENROLLMENT, BY COUNTIES

County	Total, grades thirteen and fourteen					
	Full-time			Part-time		
	Male	Female	Total	Male	Female	Total
Alameda.....	2,307	1,424	3,731	1,341	780	2,121
Alpine.....						
Amador.....						
Butte.....						
Calaveras.....						
Colusa.....						
Contra Costa.....	2,377	1,463	3,840	666	393	1,059
Del Norte.....						
El Dorado.....						
Fresno.....	2,206	1,182	3,388	836	444	1,280
Glenn.....						
Humboldt.....						
Imperial.....	292	182	474	14	18	30
Inyo.....						
Kern.....	1,816	1,071	2,887	362	344	706
Kings.....						
Lake.....						
Lassen.....	117	31	148	26	18	44
Los Angeles.....	28,775	16,340	45,115	14,623	9,748	24,371
Madera.....						
Marin.....	578	377	955	194	127	321
Mariposa.....						
Mendocino.....						
Merced.....						
Modoc.....						
Mono.....						
Monterey.....	1,055	722	1,777	407	202	609
Napa.....	389	187	576	219	110	329
Nevada.....						
Orange.....	4,820	2,711	7,531	1,650	960	2,619
Placer.....	618	343	961	19	19	38
Plumas.....						
Riverside.....	1,261	903	2,164	47	56	103
Sacramento.....	2,144	1,186	3,330	1,543	761	2,304
San Benito.....	93	50	143	3	3	6
San Bernardino.....	2,422	1,505	3,927	1,123	889	2,012
San Diego.....	3,309	1,492	4,801	2,244	1,060	3,304
San Francisco.....	3,086	1,533	4,619	1,033	689	1,722
San Joaquin.....	1,247	826	2,073	316	259	575
San Luis Obispo.....						
San Mateo.....	1,809	1,050	2,859	513	251	764
Santa Barbara.....	806	424	1,230	464	275	739
Santa Clara.....	2,452	1,369	3,821	2,008	957	2,965
Santa Cruz.....	429	259	688	52	29	81
Shasta.....	592	378	970	97	48	145
Sierra.....						
Siskiyou.....	142	75	217	21	11	32
Solano.....	365	271	636	489	151	640
Sonoma.....	939	720	1,659	355	252	607
Stanislaus.....	1,030	720	1,750	614	272	886
Sutter.....						
Tehama.....						
Trinity.....						
Tulare.....	1,206	794	2,000	111	65	176
Tuolumne.....						
Ventura.....	960	576	1,536	445	199	644
Yolo.....						
Yuba.....	615	453	1,068	225	111	336
Total.....	70,257	40,587	110,844	32,069	19,499	51,568

TABLE 4
TOTAL GRADED ENROLLMENT BY COUNTIES, WITH PER CENT OF
INCREASE OR DECREASE SINCE OCTOBER 31, 1960

County	Total enrollment, kindergarten and grades one through fourteen, October 31, 1961			Increase or decrease between October 31, 1960 and October 31, 1961	
	Male	Female	Total	Number	Per cent
Alameda.....	100,481	95,074	195,555	8,601	4.6
Alpine.....	52	36	88	22	33.3
Amador.....	1,155	1,125	2,280	120	5.6
Butte.....	10,356	9,859	20,215	1,391	7.4
Calaveras.....	1,191	1,097	2,288	46	2.1
Colusa.....	1,525	1,361	2,886	-43	-1.5
Contra Costa.....	61,212	57,838	119,050	5,011	4.4
Del Norte.....	2,216	2,026	4,242	-44	-1.0
El Dorado.....	4,204	4,030	8,234	902	12.3
Fresno.....	52,944	48,791	101,735	3,126	3.2
Glenn.....	2,528	2,321	4,849	357	7.9
Humboldt.....	13,107	12,269	25,376	120	.5
Imperial.....	9,460	9,073	18,533	802	4.5
Inyo.....	1,571	1,496	3,067	134	4.6
Kern.....	41,805	38,678	80,483	1,648	2.1
Kings.....	7,494	6,800	14,354	1,286	9.8
Lake.....	1,643	1,424	3,067	138	4.7
Lassen.....	2,142	1,911	4,053	232	6.1
Los Angeles.....	656,324	618,032	1,274,356	50,761	4.1
Madera.....	5,512	5,029	10,541	-85	-1.8
Marin.....	17,852	16,610	34,462	2,795	8.8
Mariposa.....	488	430	918	-23	-2.4
Mendocino.....	6,162	5,890	12,052	31	.3
Merced.....	12,486	11,643	24,129	852	3.7
Modoc.....	954	981	1,935	18	.9
Mono.....	273	275	547	54	11.0
Monterey.....	23,186	21,715	44,901	2,173	5.1
Napa.....	7,637	6,913	14,550	891	6.5
Nevada.....	2,127	2,036	4,163	151	3.8
Orange.....	107,126	101,193	208,319	23,084	12.5
Placer.....	8,461	7,518	15,979	1,347	9.2
Plumas.....	1,580	1,435	3,015	30	1.0
Riverside.....	37,060	35,323	72,383	4,544	6.7
Sacramento.....	68,574	63,718	132,292	8,563	6.9
San Benito.....	1,903	1,690	3,593	145	4.2
San Bernardino.....	65,337	61,572	126,909	6,139	5.1
San Diego.....	119,792	112,889	232,681	14,124	6.5
San Francisco.....	50,922	45,622	96,544	2,139	2.3
San Joaquin.....	31,094	29,032	60,126	1,838	3.2
San Luis Obispo.....	9,118	8,653	17,771	1,204	7.3
San Mateo.....	54,665	51,149	105,814	4,529	4.5
Santa Barbara.....	22,896	21,220	44,116	5,657	14.7
Santa Clara.....	93,165	86,982	180,147	15,655	9.5
Santa Cruz.....	9,609	8,936	18,545	1,219	7.0
Shasta.....	9,249	8,199	17,448	849	5.1
Sierra.....	307	296	603	-19	-3.1
Siakiyou.....	4,589	4,238	8,827	230	2.7
Solano.....	17,273	16,120	33,393	1,957	6.2
Sonoma.....	18,939	17,542	36,481	2,098	6.1
Stanislaus.....	21,816	20,163	41,979	1,358	3.3
Sutter.....	4,622	4,445	9,067	645	7.7
Tehama.....	3,406	3,187	6,593	240	3.8
Trinity.....	1,039	951	1,990	49	2.5
Tulare.....	22,864	21,028	43,892	835	1.9
Tuolumne.....	1,863	1,630	3,493	167	5.0
Ventura.....	27,461	25,527	52,988	5,655	11.9
Yolo.....	8,188	7,792	15,980	888	5.9
Yuba.....	5,566	5,016	10,582	1,257	13.5
Total.....	1,876,569	1,787,889	3,664,458	187,893	5.5

TABLE 5
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Ungraded pupils in elementary schools			Special day and evening classes in elementary schools		
	Male	Female	Total	Male	Female	Total
Alameda.....						
Alpine.....						
Amador.....						
Butte.....						
Calaveras.....						
Colum.....						
Contra Costa.....	3	1	4			
Del Norte.....						
El Dorado.....						
Fresno.....						
Glenn.....						
Humboldt.....						
Imperial.....				1	4	5
Inyo.....						
Kern.....						
Kings.....						
Lake.....						
Lassen.....						
Los Angeles.....	776	98	874			
Madera.....						
Marin.....	9	4	13			
Mariposa.....						
Mendocino.....						
Merced.....						
Modoc.....						
Mono.....						
Monterey.....						
Napa.....						
Nevada.....						
Orange.....						
Placer.....						
Plumas.....						
Riverside.....						
Sacramento.....						
San Benito.....						
San Bernardino.....						
San Diego.....	583	213	796			
San Francisco.....						
San Joaquin.....						
San Luis Obispo.....						
San Mateo.....						
Santa Barbara.....				11	6	17
Santa Clara.....						
Santa Cruz.....						
Shasta.....		1	1			
Sierra.....						
Siskiyou.....						
Solano.....						
Sonoma.....						
Stanislaus.....						
Sutter.....						
Tehama.....						
Trinity.....						
Tulare.....						
Tuolumne.....						
Ventura.....	25	32	57			
Yolo.....						
Yuba.....						
Total.....	1,396	349	1,745	12	10	22

TABLE 5—Continued
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Special classes for physically handicapped minors								
	Elementary schools			Grades seven and eight in junior high schools			High school level		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	195	150	345	15	10	25	36	68	104
Alpine.....									
Amador.....									
Butte.....	13	10	23	1	1	2	3	1	4
Calaveras.....									
Colusa.....									
Contra Costa.....	73	57	130	6	4	10	4	6	10
Del Norte.....	1	1	2						
El Dorado.....	1	1	2						
Fresno.....	76	39	115	4	12	16	17	19	36
Glenn.....									
Humboldt.....	8	12	20	1	1	2		5	5
Imperial.....	34	27	61				1		1
Inyo.....	1	1	2						
Kern.....	80	80	160				14	7	21
Kings.....	17	5	22						
Lake.....									
Lassen.....	1		1						
Los Angeles.....	1,993	1,457	3,450	116	132	248	567	668	1,235
Madera.....	2	5	7				11		11
Marin.....	34	24	58				2	7	9
Mariposa.....									
Mendocino.....	2		2						
Merced.....	20	19	39				2	5	7
Modoc.....									
Mono.....									
Monterey.....	15	9	24						
Napa.....	2	3	5				1	4	5
Nevada.....		1	1	1	1	2	1	1	2
Orange.....	235	182	417	26	14	40	54	49	103
Placer.....	8	3	11				3	2	5
Plumas.....									
Riverside.....	54	37	91	5	6	11	43	7	50
Sacramento.....	170	135	305	13	12	25	27	52	79
San Benito.....									
San Bernardino.....	119	81	200	25	22	47	22	63	85
San Diego.....	244	203	447	21	19	40	34	46	80
San Francisco.....	275	189	464	32	35	67	58	163	221
San Joaquin.....	61	54	115	2	2	4	5	7	12
San Luis Obispo.....	12	6	18				1		1
San Mateo.....	81	69	150				4	12	16
Santa Barbara.....	38	18	56	3	4	7	3	6	9
Santa Clara.....	134	104	238	7	4	11	31	27	58
Santa Cruz.....	21	16	37	1	2	3	3	9	12
Shasta.....	15	14	29				2	6	8
Sierra.....									
Siskiyou.....									
Solano.....	12	14	26						
Sonoma.....	24	24	48	1	2	3	1	2	3
Stanislaus.....	50	40	90				8	10	18
Sutter.....	2	1	3				1	1	2
Tehama.....									
Trinity.....		3	3						
Tulare.....	71	44	115				28	22	50
Tuolumne.....									
Ventura.....	42	31	73	3		3	9	5	14
Yolo.....	1	5	6				2		2
Yuba.....	5	9	14						
Total.....	4,242	3,181	7,423	283	283	566	996	1,282	2,278

TABLE 5—Continued
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Special classes for mentally retarded minors								
	Elementary schools			Grades seven and eight in junior high schools			High school level		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	779	572	1,351	267	180	447	465	307	772
Alpine.....	16	10	26				14	9	23
Amador.....	82	42	124	13	8	21	21	22	43
Butte.....	9	5	14						
Calaveras.....	17	12	29						
Colusa.....	355	223	578	93	61	154	79	37	116
Contra Costa.....	34	23	57				10	5	15
Del Norte.....	330	226	556	88	55	143	92	69	161
El Dorado.....	11	13	24						
Fresno.....	94	58	150	9	9	18	38	15	53
Glenn.....	98	40	138				10	5	15
Humboldt.....	19	10	29						
Imperial.....	467	273	740				138	75	213
Inyo.....	147	102	249				16	11	27
Kern.....	8	4	12						
Kings.....	8	4	12						
Lake.....	8,097	5,517	13,614	1,247	862	2,109	1,588	1,035	2,623
Lassen.....	46	27	73				7	6	13
Los Angeles.....	82	46	128				17	13	30
Madera.....	28	27	55				9	5	14
Marin.....	182	134	286	11	4	15	68	39	97
Mariposa.....	17	7	24						
Mendocino.....	220	155	375	31	20	51	48	17	65
Merced.....	58	39	97	16	10	26	15	5	20
Modoc.....	20	12	32	4	5	9	3	1	4
Mono.....	803	544	1,347	50	47	106	343	204	547
Monterey.....	62	40	102				35	28	63
Napa.....	7	1	8						
Nevada.....	401	299	700	74	78	152	126	82	208
Orange.....	680	441	1,121	138	108	246	244	150	394
Placer.....	26	16	42				16	15	31
Plumas.....	715	516	1,231	194	108	302	299	222	521
Riverside.....	1,480	1,000	2,480	388	298	686	374	314	688
Sacramento.....	361	292	653	193	176	369	314	237	551
San Benito.....	251	182	433	58	60	118	100	78	178
San Bernardino.....	89	39	128	5	3	8	32	12	44
San Diego.....	256	164	420				70	44	114
San Francisco.....	157	87	244	48	34	82	43	42	85
San Joaquin.....	716	483	1,199	21	22	43	174	107	281
San Luis Obispo.....	110	82	192	10	3	13	41	34	75
Santa Barbara.....	53	28	81				21	13	34
Santa Clara.....	4	4	8						
Santa Cruz.....	93	64	157	21	7	28	6	4	10
Shasta.....	106	76	182	13	17	30	57	30	87
Sierra.....	337	179	516				121	61	182
Siskiyou.....	26	15	41				10	8	18
Solano.....	26	10	36						
Sonoma.....	314	193	507				65	40	114
Stanislaus.....	8	6	14						
Sutter.....	291	178	469	40	24	64	112	76	188
Tehama.....	81	46	127	3	2	5	35	21	56
Trinity.....	66	31	97						
Tulare.....									
Tuolumne.....									
Ventura.....									
Yolo.....									
Yuba.....									
Total.....	18,723	12,595	31,318	3,044	2,199	5,243	5,266	3,497	8,763

TABLE 5—Continued
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Compulsory continuation classes			Special pupils					
				High school level			Junior college level		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	76	48	124	2	2	4	28	18	46
Alpine.....									
Amador.....									
Butte.....									
Calaveras.....									
Colusa.....				1		1			
Contra Costa.....	150	124	274				83	73	156
Del Norte.....									
El Dorado.....									
Fresno.....	134	83	217				88	55	143
Glenn.....									
Humboldt.....				66	113	179			
Imperial.....					2	2	70	84	154
Inyo.....									
Kern.....	7	2	9	97	8	105	88	67	155
Kings.....									
Lake.....									
Lassen.....									
Los Angeles.....	1,105	517	1,622	991	846	1,837	2,792	2,591	5,383
Madera.....									
Marin.....							171	197	368
Mariposa.....					1	1			
Mendocino.....									
Merced.....					1	1			
Modoc.....									
Mono.....									
Monterey.....							167	79	246
Napa.....							3	10	13
Nevada.....									
Orange.....							672	524	1,196
Placer.....				22	25	47	19	30	49
Plumas.....		2	2						
Riverside.....				94	84	178	13	34	47
Sacramento.....	67	30	97				523	312	835
San Benito.....							10	16	26
San Bernardino.....	10	3	22	653	824	1,477	51	78	129
San Diego.....	567	223	792	2,664	3,485	6,149	130	138	268
San Francisco.....	246	165	401				49	29	78
San Joaquin.....	13	10	23	8	39	47	105	107	212
San Luis Obispo.....				37	52	89			
San Mateo.....	7	3	10				749	583	1,332
Santa Barbara.....							81	112	193
Santa Clara.....	16	3	19	606	851	1,457	87	91	178
Santa Cruz.....							17	5	22
Shasta.....							96	70	166
Sierra.....									
Siskiyou.....							27	73	100
Solano.....				3	6	9	173	348	521
Sonoma.....							31	69	100
Stanislaus.....	10	3	13	1		1	436	368	804
Sutter.....									
Tehama.....									
Trinity.....									
Tulare.....				43	4	47	10	8	18
Tuolumne.....									
Ventura.....	26	14	40				48	90	138
Yolo.....									
Yuba.....							84	28	112
Total.....	2,443	1,222	3,665	5,288	6,343	11,631	6,571	6,287	12,858

TABLE 5—Concluded
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Adults						Total enrollment in special classes and for adults		
	High school level			Junior college level					
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	8,236	14,036	22,272	2,683	1,109	3,792	12,782	16,500	29,282
Alpine.....									
Amador.....							30	19	49
Butte.....	551	906	1,457				684	990	1,674
Calaveras.....							9	5	14
Colusa.....	25	15	40				43	27	70
Contra Costa.....	3,553	5,162	8,715	2,383	1,149	3,532	6,782	6,897	13,679
Del Norte.....							1	1	2
El Dorado.....							45	29	74
Fresno.....	3,330	5,027	8,357	2,082	1,038	3,120	6,241	6,613	12,854
Glenn.....							11	13	24
Humboldt.....	678	1,225	1,903				894	1,436	2,330
Imperial.....	289	523	812	374	292	666	877	977	1,854
Inyo.....	26	67	93				46	78	124
Kern.....	2,583	4,502	7,085	1,591	1,294	2,885	5,005	6,308	11,373
Kings.....	402	521	923				582	639	1,221
Lake.....							8	4	12
Lassen.....	51	37	88	42	53	95	102	94	196
Los Angeles.....	56,534	99,308	155,842	47,022	39,114	86,136	122,828	152,145	274,973
Madera.....	87	240	327				153	278	431
Marin.....	506	948	1,454	835	1,491	2,326	1,656	2,730	4,386
Mariposa.....	9	16	25				9	16	25
Mendocino.....	182	298	480				231	331	562
Merced.....	1,021	751	1,772				1,264	952	2,216
Modoc.....							17	8	25
Mono.....									
Monterey.....	1,489	2,369	3,858	1,310	929	2,239	3,280	3,578	6,858
Napa.....				514	631	1,145	609	702	1,311
Nevada.....							29	21	50
Orange.....	2,429	4,126	6,555	8,562	7,202	15,764	13,183	12,892	26,075
Placer.....	154	410	564	101	118	219	404	656	1,060
Plumas.....							7	1	8
Riverside.....	801	1,398	2,199	1,315	1,317	2,632	2,926	3,344	6,270
Sacramento.....	2,055	3,858	5,913	3,539	2,411	5,950	7,456	7,507	14,963
San Benito.....				135	149	284	187	196	383
San Bernardino.....	2,010	3,846	5,856	5,303	3,378	8,681	9,410	9,141	18,551
San Diego.....	6,503	15,129	21,632	6,935	2,525	9,460	19,923	23,593	43,516
San Francisco.....	12,573	17,733	30,306	735	503	1,238	14,836	19,512	34,348
San Joaquin.....	126	279	405	1,292	1,086	2,378	2,021	1,904	3,925
San Luis Obispo.....	997	1,413	2,410				1,173	1,525	2,698
San Mateo.....	3,400	6,469	9,869	3,330	3,335	6,665	7,897	10,679	18,576
Santa Barbara.....	106	388	494	2,898	4,595	7,493	3,388	5,292	8,680
Santa Clara.....	6,077	11,793	17,870	5,441	3,630	9,071	13,310	17,115	30,425
Santa Cruz.....	1,272	1,790	3,062	231	219	450	1,708	2,160	3,866
Shasta.....	9	72	81	330	252	582	526	456	982
Sierra.....									
Siskiyou.....				143	532	675	174	609	783
Solano.....	223	470	693	1,667	1,081	2,748	2,198	1,994	4,192
Sonoma.....	1,082	1,470	2,552	1,413	1,756	3,169	2,728	3,446	6,174
Stanislaus.....	293	416	709	1,951	2,497	4,448	3,207	3,574	6,781
Sutter.....									
Tehama.....	82	231	313				39	25	64
Trinity.....							108	241	349
Tulare.....	681	929	1,610	948	1,033	1,981		3	3
Tuolumne.....	67	93	160				2,160	2,282	4,442
Ventura.....							75	99	174
Ventura.....	1,655	2,301	3,956	1,575	1,594	3,169	4,126	4,345	8,471
Yolo.....	174	490	664				294	566	860
Yuba.....				617	553	1,170	742	621	1,363
Total.....	122,321	211,055	333,376	107,597	86,866	194,463	278,482	335,169	613,651

TABLE 6
ENROLLMENT ON HALF-DAY SESSIONS, BY COUNTIES

County	Grades in elementary schools								Total, one through eight
	One	Two	Three	Four	Five	Six	Seven	Eight	
Alameda.....	604	586	177						1,457
Alpine.....									
Amador.....	61								61
Butte.....	465	357	123						945
Calaveras.....									
Colusa.....									
Contra Costa.....	630	109							739
Del Norte.....	77	67	60						204
El Dorado.....	76	80	72	86					314
Fresno.....	158								158
Glenn.....									
Humboldt.....	505	105	47						657
Imperial.....	27								27
Inyo.....									
Kern.....	371	237	242						850
Kings.....									
Lake.....									
Lassen.....									
Los Angeles.....	10,574	5,607	1,834	801	669	493			19,978
Madera.....									
Marin.....	298	236	120						654
Mariposa.....									
Mendocino.....	85	44							129
Merced.....			480						480
Modoc.....									
Mono.....									
Monterey.....	277	239	234						750
Napa.....									
Nevada.....									
Orange.....	3,213	2,469	1,471	697	510	214			8,574
Placer.....	87	24	20						131
Plumas.....									
Riverside.....	371	336	84						791
Sacramento.....	768	352	92	83	147		92	91	1,624
San Benito.....									
San Bernardino.....	443	755	704						1,902
San Diego.....	1,329	1,002	73						2,404
San Francisco.....									
San Joaquin.....	399	202	77						678
San Luis Obispo.....	198	160			110	126			603
San Mateo.....		165	675						840
Santa Barbara.....	634	453	322	310	212	209			2,140
Santa Clara.....	2,123	1,233	574			73			4,003
Santa Cruz.....									
Shasta.....	200	172	141						513
Sierra.....									
Siakiyou.....									
Solano.....	230	155	152	148	6	6	8	9	714
Sonoma.....	51	107	117	63	44				382
Stanislaus.....	198	434	58						658
Sutter.....	44	40	18						102
Tehama.....									
Trinity.....									
Tulare.....									
Tuolumne.....	3	2	4	6	4	1	4	1	25
Ventura.....	309	321							630
Yolo.....									
Yuba.....	124								124
Total.....	24,990	16,049	7,971	2,193	1,711	1,123	104	101	54,241

TABLE 6—Concluded
ENROLLMENT ON HALF-DAY SESSIONS, BY COUNTIES

County	Grades in high school							Total, seven through twelve	Total, one through twelve
	Junior high school			Nine	Ten	Eleven	Twelve		
	Seven	Eight	Nine						
Alameda.....									1,457
Alpine.....									61
Amador.....									1,904
Butte.....	195	156	180		153	142	133	959	
Calaveras.....									
Colum.....									
Contra Costa.....									739
Del Norte.....									204
El Dorado.....									314
Fresno.....									158
Glenn.....									
Humboldt.....									657
Imperial.....									27
Inyo.....									
Kern.....									850
Kings.....									
Lake.....									
Lassen.....									
Los Angeles.....									19,978
Madera.....									
Marin.....									854
Mariposa.....									
Mendocino.....									129
Merced.....									480
Modoc.....									
Mono.....									
Monterey.....									750
Napa.....									
Nevada.....									
Orange.....	1,298	548	615	1,253	2,345	1,523	437	8,019	16,593
Placer.....									131
Plumas.....									
Riverside.....									791
Sacramento.....									1,624
San Benito.....									
San Bernardino.....									1,902
San Diego.....									2,404
San Francisco.....									
San Joaquin.....									678
San Luis Obispo.....									603
San Mateo.....									840
Santa Barbara.....	603	599	591		497	347	317	2,954	5,094
Santa Clara.....									4,003
Santa Cruz.....									
Shasta.....									513
Sierra.....									
Siakiyou.....									
Solano.....									714
Sonoma.....									382
Stanislaus.....									658
Sutter.....									102
Tehama.....									
Trinity.....									
Tulare.....									
Tuolumne.....									25
Ventura.....									630
Yolo.....									
Yuba.....									124
Total.....	2,096	1,303	1,386	1,253	2,995	2,012	887	11,932	66,175

A REPORT OF BUSINESS DATA PROCESSING PROGRAMS FOR THE SCHOOL YEAR, 1960-61

LELAND P. BALDWIN, *Assistant Chief, Bureau of Business Education*

After the National Defense Education Act was passed in September, 1958, many junior colleges in California began offering courses to train technicians for business data processing occupations. Before the end of the 1959-60 school year, there were approximately 2,000 enrollments in such courses, and by June, 1961, enrollments in business data processing had increased to more than 7,000.

During the 1959-60 school year, one junior college introduced the first full day program for the training of technicians in the field of business data processing. Three students who enrolled in the program at that time were graduated in June, 1961.

By the end of the 1960-61 school year, eight junior colleges were offering full day programs for technician training in business data processing. And there were 150 students enrolled in these programs as majors.

Many courses and programs in business data processing other than those offered by the junior colleges in their regular day programs were introduced by California schools during the same time that the junior colleges were developing their regular programs. These classes and programs differ from the regular junior college programs in that they are made available in extended day classes. Courses for training technicians for business data processing occupations are also offered by high schools in evening classes for adults.

Table 1 shows the growth of the business data processing technician training program from the time it was begun until the end of the 1960-61 school year.

TABLE 1
GROWTH OF THE TRAINING PROGRAM FOR BUSINESS DATA
PROCESSING OCCUPATIONS OFFERED BY CALIFORNIA
SCHOOLS, 1958-59 THROUGH 1960-61

School year	Number of communities in which classes were offered	Number of schools offering classes	Number of classes offered	Enrollment
1958-59	19	20	57	2,075
1959-60	31	35	119	6,308
1960-61	32	35	202	7,300

Table 2 shows an over-all picture of the business data processing technician training program in California during the 1960-61 school year. The course titled "Stored programing" includes courses that were in some instances referred to as courses in computers, coding, or programing. The course titled "Electromechanical" includes all courses in which the functions and wiring of conventional punch card or tab equipment were studied.

Table 3 shows the number of classes and the class enrollments in programs offered in the regular day programs of the junior colleges

TABLE 2
ENROLLMENTS IN COURSES OFFERED BY CALIFORNIA SCHOOLS
TO TRAIN TECHNICIANS FOR BUSINESS DATA PROCESSING
OCCUPATIONS, 1960-61

Course	Number of classes	Enrollment	
		Evening	Day
Introductory BDP.....	48	1,592	163
Electromechanical.....	85	2,907	137
Stored programing.....	55	2,144	15
Systems and procedures.....	8	211	6
Data processing mathematics.....	5	96	26
BDP field project.....	1	0	3
Total.....	202	6,950	350

TABLE 3
ENROLLMENTS IN COURSES OFFERED BY CALIFORNIA SCHOOLS
TO TRAIN TECHNICIANS FOR BUSINESS DATA PROCESSING
OCCUPATIONS, ACCORDING TO THE TYPE OF
SCHOOL OFFERING THE COURSES, 1960-61

Course	Number of classes		Enrollments	
	High school programs for adults	Junior college (day and evening)	High school programs for adults	Junior college (day and evening)
Introductory BDP.....	2	46	215	1,540
Electromechanical.....	32	53	1,037	2,007
Stored programing.....	10	45	796	1,363
Systems and procedures.....	1	7	15	202
Data processing mathematics.....	0	5	0	122
BDP field project.....	0	1	0	3
Totals.....	45	157	2,063	5,237

as well as in the extended day programs offered by the junior colleges, and the classes offered by the high schools during the 1960-61 school year.

The business data processing technician training programs offered by California schools were in an experimental stage during the first two years they were offered. Therefore, the personnel involved concentrated their efforts largely on the problem of curriculum development. Both the administrators of the schools offering the programs and the staff of the Bureau of Business Education were especially concerned with the provision of high quality instruction.

In order to secure the curriculum development and quality instruction required, state-wide and regional conferences were conducted by the Bureau of Business Education for personnel involved in the programs. One theme of a state conference was "Business Applications." Representatives from business, industry, and government in charge of data processing departments participated in the conference. In their presentations to the conferees the speakers explained how specific problems or applications were solved by using business data processing equipment. Among the problems solved by these individuals were those of inventory control for the military service, payroll and cost distribution for a transportation firm, billing of customers for an insurance company, and inventory control for a wholesale business. Some of the topics discussed by the conference speakers included (1) how a data processing technician identified a problem for solution; (2) the presentation of a diagram or flow chart of the application; (3) the identification of equipment used in working out the application; (4) the forms used in the various applications; and (5) the problems that developed regarding personnel or equipment.

During the year, the staff of the Bureau of Business Education developed criteria for the evaluation of the programs that were being offered or were to be offered. The criteria included those to be considered in developing a sound program for training technicians and in the kinds of equipment that might be in a business data processing laboratory. The criteria also provided for the appraisal of the time-phased plan for equipment acquisition.

To assist teachers in the business data processing program, the Bureau of Business Education initiated the development of an instructional film. This film, *A Punched Card Data Processing System*, presents the system approach in the utilization of equipment for a payroll problem. The film should be helpful to teachers of introductory business data processing and electromechanical classes.

During the 1960-61 school year, six schools conducted feasibility studies to determine the need for business data processing programs in their districts. The schools that conducted these studies were Monterey Junior College, Santa Rosa Junior College, American River Junior Col-

lege, Cerritos College, San Mateo Junior College, and San Bernardino Valley College. As a result of these studies, four of the schools will begin offering business data processing programs during the 1961-62 school year.

Orange Coast College, the Bureau of Business Education, and the Office of Education of the U.S. Department of Health, Education, and Welfare have co-operated in a curriculum study during 1960-61. This study was conducted for the purpose of preparing a business data processing curriculum guide. The guide will include course outlines, sample lesson plans, business data processing laboratory plans, equipment lists, and reference material lists.

In the development of business data processing programs, the Bureau of Business Education and school districts utilized the services of advisory committees. Advisory committee members may assist school districts in developing business data processing programs that reflect the training needs of business, industry, and government. Valuable assistance may be given by advisory committee members in suggesting courses and course content, recommending instructors, and promoting business data processing programs. The advisory committee of the Bureau of Business Education has assisted with curriculum development problems, business data processing laboratory equipment problems, student selection problems, development of instructional aid lists, and teacher training problems.

Those individuals who assisted in the development of the business data processing program during the first two years of its operation were most helpful in outlining a sound curriculum. The curriculum study conducted during 1960-61 has further improved the business data processing program in California. School district representatives report that students who graduate as business data processing majors or take training in this field have no difficulty in obtaining employment in business data processing installations.

Instructors in business data processing classes report that the use of a well-equipped laboratory stimulates student interest in the program, and increases enrollment. This added interest of the students results in improved academic achievement. The Bureau of Business Education will therefore continue to encourage the development of business data processing laboratories.

CONSERVATION WEEK, 1962

The twenty-eighth annual observance of Conservation Week in California will be March 7 to 14, 1962. The theme of this observance is "Join the Crusade for Conservation."

Our natural resources are affected both by the number of human activities and by the number of participants in the activities. Progress is conducive to an ever-increasing number of activities; population growth is a most important factor of expansion in the number of participants in the activities.

Our society is one of progress. Our population is growing rapidly. Progress in California not only keeps pace with the other states but in many ways exceeds them. And it is estimated that California's population will soon exceed that of New York, now the most populous state in the union. It is also estimated that California's population is increasing 500,000 annually and that this rate of increase will continue for many years.

These facts direct our attention to the continuing need for the wise management of our natural resources, for all human activities are in some measure dependent upon these resources. If we are to maintain the high standard of living to which we are accustomed, all of us must "join the crusade for conservation." In joining this crusade, the public schools will have purpose to provide in their educational programs the emphasis on conservation that is necessary.

We should keep this in mind as we prepare to observe Conservation Week. In advance of this week, schools will receive the annual Governor's Message together with the official program guide furnished through the courtesy of the California Conservation Council and a covering letter from the Superintendent of Public Instruction.

The Department of Education joins with the Department of Conservation, the Department of Fish and Game, the Department of Parks and Recreation, and the Department of Water Resources in urging the observance of Conservation Week and the maintenance and improvement of conservation instruction throughout the year.

Departmental Communications

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

APPOINTMENT TO STAFF

ERNEST G. KRAMER was appointed Chief of the Bureau of Industrial Education, February 5, 1961, replacing Samuel L. Fick, who retired from this position after 26 years of service with the California State Department of Education.

Mr. Kramer has been with the Department since 1944, and has been Assistant Chief of the Bureau of Industrial Education for ten years. A native of Illinois, he attended public schools in San Francisco, graduated from the University of California, Berkeley, and received his master's degree from the University of California, Los Angeles. In addition to his work as a journeyman printer during undergraduate days and as a training supervisor for the Douglas Aircraft Corporation during World War II, his experience includes teaching in public schools in Oakland and Los Angeles, and in summer sessions at the University of California, Florida State University, and Oregon State College.

For Your Information

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its regular meeting held in Monterey, November 30 and December 1, 1961.

Approval of School District Organization Change

In accordance with the provisions of Chapter 9 of Division 5 of the Education Code (Section 3151), the Board approved the following proposal regarding a change in school district organization:

Formation of a unified school district in Solano County—A proposal by the Solano County Committee on School District Organization that an election be held to determine whether the voters in the area of Travis Air Force Base wish to form a unified school district.

Approval of Organization for School District Membership

In accordance with Education Code Section 1131, the Board approved the following organization for which membership may be paid from funds of school districts or offices of county superintendents of schools for the period ending June 30, 1964, subject, however, to the organization notifying the Department of Education immediately, whenever there is a change in the bylaws, charter, constitution, or purposes of the organization, and subject further to withdrawal of approval by the State Board of Education at its discretion.

Approved for membership by county superintendents of schools
California Aviation Education Association

President: William D. Hecht

General Secretary: H. Gene Little

Headquarters address: P.O. Box 2454, Sacramento, California

Adoption of Emergency Regulation

Procedures for Review of Request for Approval of the Rendering of Service. The Board, acting under the authority of Education Code Section 13515, added Section 202.3 to Title 5 of the California Administrative Code, relating to procedures for review of request for approval of the rendering of service, and adopted this as an emergency regulation to read as follows (effective December 6, 1961):

202.3. *Validation of Service Without a Credential.* The following procedures are established for review of the cases specified in Education Code Section 13515:

(a) A person, governing board, or county superintendent described in such section may request the State Board of Education, on a form provided by the Office of Credentials, State Department of Education, to approve the rendering of service by a person described in said section. This request shall be forwarded

through the office of the County Superintendent of Schools having jurisdiction over the district in which the service was rendered and shall be approved by him.

(b) Upon receipt of the request, the Office of Credentials shall ascertain from its files whether:

- (1) The person rendering the service was at some time the holder of a credential authorizing such service.
- (2) The credential expired preceding such service.
- (3) The person rendering the service had, in fact, the necessary qualifications at all times during the period of service in question for the credential required by law for the position in which the service was rendered.
- (4) A valid credential required for such position has been issued to such person after the period when such service was rendered.

(c) If items (1) through (4) of subsection (b) are confirmed by the Office of Credentials, the request and the confirmation shall be reported to the Board by way of the regular agenda process at its earliest meeting following such confirmation. At that meeting the Board shall determine whether the rendering of the service should be approved. If approved, the Secretary of the Board shall notify the teacher, the school district, the county superintendent of schools, and the Bureau of School Apportionments in the Department of Education that the rendering of such service has been approved in accordance with Education Code Section 13515 and is fully legal for all purposes. Payment for such service is authorized upon the receipt of such notice.

(d) When any item (1) through (4) of subsection (b) cannot be confirmed by the Office of Credentials from its files, it shall so notify the applicant, specifying the item or items which cannot be confirmed and requesting the applicant to supply the evidence which is lacking, except as to item 4. If within 60 days from the mailing of such notice such evidence is supplied, or in the case of item 4 the specified credential is issued, the Office of Credentials shall proceed as specified in subsection (c). If within such period the evidence is not supplied, the Office of Credentials shall report the matter to the Board by way of the regular agenda process at its earliest meeting following the close of the 60-day period. At that meeting the Board shall determine whether to allow more time for submission of evidence or to deny the request.

Revocation of Credentials for Public School Service

The Board revoked the credentials, life diplomas, and other documents for public school service heretofore issued to the following persons:

<i>Name</i>	<i>Date of birth</i>	<i>Revocation effective</i>	<i>By authority of Education Code Section</i>
Bailey, Jessica (a.k.a. Mary Patricia Lloyd, Patrice Christine DeVoe, Rosalyn Nazarro, Christine DeVoe, Patrice Christine Dawlton)	7- 1-30	August 11, 1961	13205
Banks, Sophia Catherine	8-15-23	December 4, 1961	13207
Ihrig, Elmer Wood	4-21-05	December 4, 1961	13129
Joswick, Alphonse Peter	8-19-27	November 6, 1961	13202
Ounjian, Marion (a.k.a. Marion Edward Ounjian)	5-14-04	December 4, 1961	13205
Pennetta, Gerardo	7-14-30	December 4, 1961	13129
Sevaly, Henry Shattuck	6- 1-16	December 4, 1961	13202
Werner, James Arthur	12- 7-29	December 4, 1961	13207
Wilcox, Joseph Clayton C.	2-27-36	December 4, 1961	13206
Woempner, Robert Carl	12-13-27	November 13, 1961	13207

Suspension of Credentials for Public School Service

In accordance with the provisions of Education Code Section 13201, the Board suspended for a period ending June 30, 1962, the junior high school credential of William Murray Bean (birth date 3-8-25), because of failure without good cause to fulfill a valid contract of employment with a school district.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

A master calendar of educational meetings and events of state-wide or regional significance is maintained in the Office of the Superintendent of Public Instruction. The principal list of 1961-62 events appeared in the September, 1961 issue of *California Schools*. Notices that are not received at the time of publication of this list are published as they are received.

Date	Organization and event	Place
April 25-27, 1962 (changed from previous listing)	California Association for Supervision and Curriculum Development, North- ern Section Spring Conference	Richardson Springs

KIMBER AWARD IN INSTRUMENTAL MUSIC, 1962

The eleventh annual Kimber Award in instrumental music, a gold medal and \$3,000, will be presented to the winner of the final competition to be held May 6, 1962, at Claremont College, Claremont, California. Any California boy or girl who is less than nineteen years of age on March 1, 1962, plays the violin, viola, or cello, and is a member of a California Federation of Music Junior Club, is eligible to compete for the award. Finalists must have been awarded superior ratings in one of the Junior Festivals of the California Federation of Music Clubs which are preliminary to the final contest. Those interested in competing for this award are urged to apply immediately for information about entering the Junior Festivals. Such requests should be addressed to one of the following district chairmen: Louise C. Campanari, 2042 Vallejo Street, San Francisco 23, California; Mrs. Jolene Stephenson, 4886 East Harvey, Fresno 2, California; or Mrs. John E. Swan, 3917 Hill Street, Huntington Park, California.

MATERIALS ON DEMOCRACY AND COMMUNISM

During the fall of 1961, the Division of Instruction of the California State Department of Education requested all school districts and offices of county superintendents of schools that had produced materials relat-

ing to Democracy and Communism to submit copies of these materials to the Department. The materials that have been received are available for examination and study at the Curriculum Laboratory, Room 455, State Education Building, 721 Capitol Avenue, Sacramento 14, California; and in Room 807, State Building, 217 West First Street, Los Angeles 12, California.

Professional Literature

PUBLICATIONS RECEIVED

- BEEZER, ROBERT H., and HJELM, HOWARD F. *Factors Related to College Attendance*. OE-54023, Cooperative Research Monograph No. 8, Office of Education Washington 25, D.C.: U.S. Department of Health, Education, and Welfare, 1961. Pp. vi + 42. \$0.20.*
- Blind Children: Degree of Vision; Mode of Reading*. An Analysis of Children Registered with the American Printing House for the Blind in January of 1960, Under the Act "To Promote the Education of the Blind." Prepared by JOHN WALKER JONES. OE-35026, Bulletin 1961, No. 24, Office of Education. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare, 1961. Pp. vi + 38. \$0.20.*
- CLANFIELD, MARY, and HANNAN, CECIL. *Teach Spelling by All Means*. San Francisco 10: Fearon Publishers, Inc., 1961. Pp. 72. \$1.50.
- CRAM, DAVID. *Explaining "Teaching Machines" and Programming*. San Francisco 10: Fearon Publishers, Inc., 1961. Pp. viii + 88. \$2.00.
- Earth and Space Guide for Elementary Teachers*. Prepared by the Bureau of Curriculum Services, Commonwealth of Pennsylvania, Department of Public Instruction, 1961. Reprinted by National Aviation Council. Washington 6, D.C.: National Aviation Education Council, 1961. Pp. iv + 84. \$1.00.
- Educational Organization, Administration, and Finance*. Review of Educational Research, Vol. XXXI, No. 4, October, 1961. Washington 6, D.C.: American Educational Research Association, 1961. Pp. 347-446. \$2.00.
- GORDON, TED, and KRAVETZ, NATHAN. *Tips to Teachers*. San Francisco 10: Fearon Publishers, Inc., 1961. Pp. 32. \$1.00.
- Implications for Elementary Education: Followup on the 1960 White House Conference on Children and Youth*. OE-20033, Office of Education, Elementary School Section, Division of State and Local Schools. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare, 1961. Pp. vi + 42. \$0.25.*
- KELLEY, MARJORIE. *Classroom-Tested Bulletin Boards*. San Francisco 10: Fearon Publishers, Inc., 1961. Pp. 36. \$1.50.
- KOSKEY, THOMAS ARTHUR. *How to Make and Use Flannel Boards: A Handbook for Teachers*. San Francisco 10: Fearon Publishers, Inc., 1961. Pp. 24. \$0.50.
- LINSE, BARBARA. *Elementary Art Activities*. San Francisco 10: Fearon Publishers, Inc., 1961. Pp. 32. \$1.00.
- MACKIE, ROMAINE P., and ROBBINS, PATRICIA PEACE. *Exceptional Children and Youth: A Chart Book of Special Education Enrollments in Public Day Schools of the United States*. OE-35019, Office of Education. Washington 25, D.C.: U.S. Department of Health, Education, and Welfare, 1961. Pp. vi + 14. \$0.15.*
- MICHAEL-SMITH, HAROLD, and SHULAMITH, KASTEIN. *The Special Child: Diagnosis Treatment, Habilitation*. Prepared in conjunction with lectures delivered at the Northwest Summer Conference, July 25-29, 1960, at the University of Washington, Seattle, Washington, under the auspices of the New School for the Special Child and the College of Education, the Department of Psychology, and the Department of Speech of the University of Washington. Seattle, Washington: Bureau of Publications, New School for the Special Child, Inc., 1962. Pp. xx + 338. \$5.50.**

* For sale by Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C.

** Additional handling and mailing fee: 35 cents.

Responsibilities of State Departments of Education for School Finance and Business Administration. A Policy Statement of the Council of Chief State School Officers. Washington 6, D.C.: Council of Chief State School Officers, 1959. Pp. vi + 22. \$0.35.

RUSSELL, BERTRAND. *Education of Character.* New York 16: Philosophical Library, Inc., 1961. Pp. 160. \$3.75.

Seatwork for Primary Grades. Compiled by MARGARET HAIN and SARA FREEMAN. San Francisco 10: Fearon Publishers, Inc., 1961. Pp. 24. \$0.50.

STAMM, ESTHER. *Understanding World Neighbors in the Classroom.* San Francisco 10: Fearon Publishers, Inc., 1961. Pp. 44. \$1.50.

State Apportionment to California School Districts, 1961. California Teachers Association Research Bulletin 145, October, 1961. Burlingame, California: California Teachers Association, 1961. Pp. 36. \$1.00.

Teaching the Slow Learner in the Special School. Edited by M. F. CLEUGH. New York 16: Philosophical Library, Inc., 1961. Pp. xiv + 338. \$10.00.

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DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

Term Expires
January 15

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